CAMBRIDGE

PARTHEDITION PROBLEM 1



Jack C. Richards
with Jonathan Hull and Susan Proctor



with PDF and customizable versions of tests and quizzes

TEACHER'S EDITION



INCOMPANY STATES OF THE PROPERTY OF THE PROPER

Jack C. Richards With Jonathan Hull and Susan Proctor







CAMBRIDGE UNIVERSITY PRESS Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo, Delhi, Mexico City

Cambridge University Press 32 Avenue of the Americas, New York, NY 10013-2473, USA

www.cambridge.org
Information on this title: www.cambridge.org/9781107699175

Cambridge University Press 2013

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 1990
Second edition 1997
Third edition 2005
Reprinted 2013
Printed in Hong Kong, China, by Golden Cup Printing Company Limited

A catalog record for this publication is available from the British Library.

ISBN 978-1-107-64867-8 Student's Book 1 with Self-study DVD-ROM

ISBN 978-1-107-69443-9 Student's Book 1A with Self-study DVD-ROM

ISBN 978-1-107-67396-0 Student's Book 1B with Self-study DVD-ROM

ISBN 978-1-107-64872-2 Workbook 1

ISBN 978-1-107-61687-5 Workbook 1A

ISBN 978-1-107-69959-5 Workbook 1B

ISBN 978-1-107-69917-5 Teacher's Edition 1 with Assessment Audio CD/CD-ROM

ISBN 978-1-107-64725-1 Class Audio CDs 1

ISBN 978-1-107-67993-1 Full Contact 1 with Self-study DVD-ROM

ISBN 978-1-107-61136-8 Full Contact 1A with Self-study DVD-ROM

ISBN 978-1-107-63780-1 Full Contact 1B with Self-study DVD-ROM

For a full list of components, visit www. cambridge.org/interchange

It is normally necessary for written permission for copying to be obtained in advance from a publisher. The language summaries and appendix at the back of this book are designed to be copied and distributed in class. The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages that carry the wording '© Cambridge University Press' may be copied.

Art direction, book design, layout services, and photo research: Integra Audio production: CityVox, NYC

Contents

Plan of Book 1 Authors' acknowledgements viii A letter from the authors Ix A letter from the authors Ix The new edition Core series components Student's Book overview Self-study DVD-ROM overview Workbook overview Video Program overview Video Program overview Animated Presentations and Placement Test Program overviews Animated Presentations and Placement Test Program overview Animated Presentations and Placement Test Program overviews Axiv Teaching notes 1 Please call me Beth. 2 T-2 2 What do you do? 3 T-8 4 Treally like hip-hop. 4 T-22 4 T-14 5 T-22 5 T-26 6 T-28 7 T-28 7 T-29 7 We had a great time! 8 What's your neighborhood like? 9 T-50 9 What does she look like? 1 T-58 9 What does she look like? 1 T-64 1 T-8 1 T-9 1 Treally works! 1 T-8 1 T-9 1 Treally works! 1 T-8 1 T-9 1 T-9 1 Treally works! 1 T-8 1 T-9 1 T-9 1 Treally works! 1 T-8 1 T-9 1 T-9 1 T-9 1 To biggest and the best! 1 T-9 1 T-9 1 Treally works! 1 T-8 1 T-9	Introd	luction					
Authors'acknowledgements A letter from the authors The new edition Core series components Student's Book overview Suident's Book overview Suident's Book overview Workbook overview Workbook overview Online Workbook overview Video Program overview Teacher's Edition overview Teacher's Edition overview Teacher Support Site overview Classroom Presentations of tware overview Animated Presentations and Placement Test Program overviews Information on the CEFR Essential teaching tips Classroom language Teaching notes 1 Please call me Beth. 2 What do you do? Progress check Teally like hip-hop. Progress check T-28 Togress check T-28 Togress check T-30 How often do you exercise? Progress check What's your neighborhood like? Progress check T-56 What does she look like? The biggest and the best! Progress check T-72 The biggest and the best! Progress check T-72 The biggest and the best! Progress check T-86 T-79 Tregress check T-86 T-79 Tregress check T-70 Tregress check T-70 Tregress check T-71 The biggest and the best! Progress check T-79 Tregress check T-79 Tregress check T-100 Tregress check T-110 Tregress check T-111 Tregress check T-112 The biggest and the best! T-79 Tregress check T-112 The biggest and the best! T-79 Tregress check T-110 Tregress check T-111 Tregress check T-112 Tregress check T-114 Tregress check T-115 Tregress check T-116 Tregress check T-117 Tregress check T-118			iv				
A letter from the authors The new edition Core series components Student's Book overview Student's Book overview Student's Book overview Workbook overview Workbook overview Online Workbook overview Video Program overview Waxiv Teacher's Edition overview Teacher's Edition overview Video Program overview Teacher Support Site overview Classroom Presentation Software overview Animated Presentations and Placement Test Program overviews Information on the CEFR Essential teaching tips Classroom language Teaching notes 1 Please call me Beth. T-2 What do you do? Progress check T-14 I really like hip-hop. Progress check T-28 I Come from a big family. How often do you exercise? Progress check T-44 We had a great time! What's your neighborhood like? Progress check T-56 Progress check T-70 Progress check T-70 Progress check T-70 T-88 T-84 T-70 T-88 T-84 T-72 T-72 T-72 T-72 T-72 T-73 T-74 T-74 T-75 T-76 T-76 T-76 T-76 T-76 T-76 T-77 T-78 T-78 T-79 T-79 T-79 T-79 T-79 T-79 T-79 T-79							
The new edition Core series components Student's Book overview Self-study DVD-ROM overview Interchange Arcade overview Workbook overview Workbook overview Workbook overview Teacher's Edition overview Video Program overview Classroom Presentation Software overview Animated Presentation Software overview Animated Presentation sand Placement Test Program overview Animated Presentation software overview Axix Teacher's Edition overview Axix Teacher's Edition overview Axix Teacher's Edition overview Axix Axix Axix Teacher's Edition overview Axix Axix Axix Axix Teacher's Edition overview Axix Axix Axix Axix Axix Axix Axix Axi							
Core series components Student's Book overview Self-study DVD-ROM overview Interchange Arcade overview Workbook overview Online Workbook overview Teacher's Edition overview Video Program overview Teacher Support Site overview Classroom Presentation Software overview Animated Presentations and Placement Test Program overview Information on the CEFR Essential teaching tips Classroom language Teaching notes 1 Please call me Beth. T-2 What do you do? Progress check T-14 I really like hip-hop. Progress check T-28 I come from a big family. How often do you exercise? Progress check What does she look like? What does she look like? Teachy over ridden a camel? Progress check T-56 What does she look like? Teachy over ridden a camel? Progress check T-72 T-70 T-70 T-70 T-70 T-70 T-70 T-70 T-70							
Student's Book overview Self-study DVD-ROM overview Interchange Arcade overview Workbook overview Online Workbook overview Teacher's Edition overview Video Program overview Teacher Support Site overview Classroom Presentation Software overview Animated Presentations and Placement Test Program overviews Information on the CEFR Essential teaching tips Classroom language Teaching notes 1 Please call me Beth. 2 What do you do? Progress check 3 How much is it? 4 I really like hip-hop. Progress check 5 I come from a big family. 6 How often do you exercise? Progress check 7 We had a great time! 8 What's your neighborhood like? Progress check 9 What does she look like? 10 Have you ever ridden a camel? Progress check 11 It's a very exciting place! 12 It really works! Progress check 13 May I take your order? 14 The biggest and the best! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Language sum			xi				
Self-study DVD-ROM overview Interchange Arcade overview Workbook overview Online Workbook overview Video Program overview Video Program overview Video Program overview Classroom Presentation Software overview Animated Presentations and Placement Test Program overviews Information on the CEFR Essential teaching tips Classroom language Teaching notes 1 Please call me Beth. 2 What do you do? Progress check 3 How much is it? 1 I really like hip-hop. Progress check 5 I come from a big family. 6 How often do you exercise? Progress check 7 We had a great time! 8 What's your neighborhood like? Progress check 9 What does she look like? 10 Have you ever ridden a camel? Progress check 11 It's a very exciting place! 11 It's a very exciting place! 12 It really works! Progress check 13 May I take your order? 14 The biggest and the best! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Language summari			xii				
Interchange Arcade overview Workbook overview Online Workbook overview Yideo Program overview Video Program overview Teacher's Edition overview Video Program overview Teacher Support Site overview Classroom Presentation Software overview Animated Presentations and Placement Test Program overviews Information on the CEFR Essential teaching tips Classroom language Teaching notes 1 Please call me Beth. 2 What do you do? Progress check 3 How much is it? 4 I really like hip-hop. Progress check 5 I come from a big family. 6 How often do you exercise? Progress check 7 We had a great timel 8 What's your neighborhood like? Progress check 9 What does she look like? 10 Have you ever ridden a camel? Progress check 11 It's a very exciting place! 11 It's a very exciting place! 12 It really works! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key Taking Xxii Xxx Xxx Xxi Xxi Xxi Xxi Xxi Xxi			xvi				
Workbook overview Online Workbook overview Teacher's Edition overview Video Program overview Teacher Support Site overview Classroom Presentation Software overview Animated Presentations and Placement Test Program overviews Information on the CEFR Essential teaching tips Classroom language Teaching notes 1 Please call me Beth. 2 What do you do? Progress check 3 How much is it? 4 I really like hip-hop. Progress check 5 I come from a big family. 6 How often do you exercise? Progress check 7 We had a great time! 8 What's your neighborhood like? Progress check 9 What does she look like? 10 Have you ever ridden a camel? Progress check 11 It's a very exciting place! 11 It's a very exciting place! 12 It really works! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check 17-106 Progress check 17-106 I'm going to a soccer match. 17-106 I'm going to a soccer match. 17-107 I ne biggest and the best! Progress check I T-106 I'm going to a soccer match. 17-106 I'm going to a soccer match. 17-107 I ne biggest and the best! Progress check I T-106 I ne doing to a soccer match. I T-106 I'm going to a soccer match. I T-106 I'm going to a soccer match. I T-106 I'm going to a soccer match. I T-107 I ne biggest and the best! Progress check I T-112 I ne did it in the setter! Progress check I T-114 I ne biggest and the best! Progress check I T-112 I ne did it in the setter! Progress check I T-114 I ne biggest and the best! Progress check I T-114 I ne biggest and the best! Progress check I T-114 I ne biggest and the best! Progress check I T-114 I ne biggest and the best! Progress check I T-114 I ne biggest and the best! Progress check I T-116 I ne doing to a soccer match. I T-106 I me the scale water and the setter and			xvii				
Online Workbook overview Teacher's Edition overview Video Program overview Teacher Support Site overview Classroom Presentation Software overview Animated Presentations and Placement Test Program overviews Animated Presentations and Placement Test Program overviews Information on the CEFR Essential teaching tips Classroom language Teaching notes 1 Please call me Beth. 2 What do you do? Progress check 3 How much is it? 4 I really like hip-hop. Progress check 5 I come from a big family. 6 How often do you exercise? Progress check 7 We had a great time! 8 What's your neighborhood like? Progress check 9 What does she look like? 10 Have you ever ridden a camel? Progress check 11 It's a very exciting place! 12 It really works! Progress check 13 May I take your order? 14 The biggest and the best! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key Table			xviii				
Teacher's Edition overview Video Program overview Teacher Support Site overview Classroom Presentation Software overview Animated Presentations and Placement Test Program overviews Information on the CEFR Essential teaching tips Classroom language Teaching notes 1 Please call me Beth. 2 What do you do? Progress check 3 How much is it? 4 I really like hip-hop. Progress check 5 I come from a big family. 6 How often do you exercise? Progress check 7 We had a great time! 8 What's your neighborhood like? Progress scheck 9 What does she look like? 1 It's a very exciting place! 1 It's a very exciting place! 1 It's a very exciting place! 1 The biggest and the best! Progress check 1 The biggest and the best! Pr			xix				
Video Program overview Teacher Support Site overview Classroom Presentation Software overview Animated Presentations and Placement Test Program overviews Information on the CEFR Essential teaching tips Classroom language Teaching notes 1 Please call me Beth. 2 What do you do? Progress check 3 How much is it? 4 I really like hip-hop. Progress check 5 I come from a big family. 6 How often do you exercise? Progress check 7 We had a great time! 8 What's your neighborhood like? Progress check 10 Have you ever ridden a camel? Progress check 11 It's a very exciting place! 12 It really works! Progress check 13 May I take your order? 14 The biggest and the best! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key Table Take Taxivi Tragram overviews Axxi XXX XXX XXX XXX XXVI XXX XX XX XX X XX X XX X X X			xx				
Teacher Support Site overview Classroom Presentation Software overview Animated Presentations and Placement Test Program overviews Information on the CEFR Essential teaching tips Classroom language Teaching notes 1 Please call me Beth. 2 What do you do? Progress check 3 How much is it? 4 I really like hip-hop. Progress check 5 I come from a big family. 6 How often do you exercise? Progress check 7 We had a great time! 8 What's your neighborhood like? Progress check 9 What does she look like? 11 It's a very exciting place! 12 It really works! Progress check 13 May I take your order? 14 The biggest and the best! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key Taking Activations and Placement Test Program overviews xxvi xxvii xxvii xxviii x	3 7 7 7 7 7 7 1		xxi				
Classroom Presentation Software overview Animated Presentations and Placement Test Program overviews Information on the CEFR Essential teaching tips Classroom language Teaching notes 1 Please call me Beth. 2 What do you do? Progress check 3 How much is it? 4 I really like hip-hop. Progress check 5 Lome from a big family. 6 How often do you exercise? Progress check 7 We had a great time! 8 What's your neighborhood like? Progress check 9 What does she look like? 10 Have you ever ridden a camel? Progress check 11 It's a very exciting place! 12 It really works! Progress check 13 May I take your order? 14 The biggest and the best! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key 1-181	Video	Program overview	xxiv				
Animated Presentations and Placement Test Program overviews Information on the CEFR Essential teaching tips Classroom language Teaching notes 1 Please call me Beth. 2 What do you do? Progress check 3 How much is it? 4 I really like hip-hop. Progress check 5 I come from a big family. 6 How often do you exercise? Progress check 7 We had a great time! 8 What's your neighborhood like? Progress check 9 What does she look like? 10 Have you ever ridden a camel? Progress check 11 It's a very exciting place! 12 It really works! Progress check 13 May I take your order? 14 The biggest and the best! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key T-181	reach	er Support Site overview	xxv				
Information on the CEFR Essential teaching tips Classroom language Teaching notes 1 Please call me Beth. 2 What do you do? Progress check 3 How much is it? 4 I really like hip-hop. Progress check 5 I come from a big family. 6 How often do you exercise? 7 We had a great time! 8 What's your neighborhood like? Progress check 9 What does she look like? 10 Have you ever ridden a camel? Progress check 11 It's a very exciting place! 12 It really works! Progress check 13 May I take your order? 14 The biggest and the best! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check I-106 Progress check I-118 Additional resources Language summaries Appendix Workbook answer key I-181	Classi	and Procentations and Placement Test Program overviews	xxvi				
Essential teaching tips Classroom language Teaching notes 1 Please call me Beth. 2 What do you do? Progress check 3 How much is it? 4 I really like hip-hop. Progress check 5 I come from a big family. 6 How often do you exercise? Progress check 7 We had a great time! 8 What's your neighborhood like? Progress check 9 What does she look like? 10 Have you ever ridden a camel? Progress check 11 It's a very exciting place! 12 It really works! Progress check 13 May I take your order? 14 The biggest and the best! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check I-106 Progress check I-112 Additional resources Language summaries Appendix Workbook answer key I-181 T-181 T-28 T-29 T-30 T-30 T-44 T-50 T-56 T-57 T-58 T-64 T-70 T			xxvii				
Teaching notes 1 Please call me Beth. T-2 What do you do? Progress check T-14 3 How much is it? T-16 4 I really like hip-hop. T-22 Progress check T-30 How often do you exercise? T-36 Progress check T-42 What a great time! T-44 What's your neighborhood like? T-50 What does she look like? T-58 What does she look like? T-58 It's a very exciting place! T-72 It really works! T-78 Progress check T-84 May I take your order? T-86 I'm going to a soccer match. T-100 A change for the better! T-106 Frogress check T-112 Additional resources Language summaries Appendix Workbook answer key T-181			xxviii				
Teaching notes 1 Please call me Beth. T-2 2 What do you do? T-8 Progress check T-14 3 How much is it? T-16 1 really like hip-hop. T-22 Progress check T-28 5 I come from a big family. T-30 6 How often do you exercise? T-36 Progress check T-42 7 We had a great time! T-44 8 What's your neighborhood like? T-50 Progress check T-56 9 What does she look like? T-58 10 Have you ever ridden a camel? T-64 Progress check T-70 11 It's a very exciting place! T-72 12 It really works! T-78 Progress check T-76 13 May I take your order? T-86 14 The biggest and the best! T-92 Progress check T-100 16 A change for the better! T-106 Progress check T-112 Additional resources Language summaries T-148 Appendix T-164 Workbook answer key T-181			xxix				
1 Please call me Beth. 2 What do you do? Progress check 3 How much is it? 4 I really like hip-hop. Progress check 5 I come from a big family. 6 How often do you exercise? Progress check 7 We had a great time! 8 What's your neighborhood like? Progress check 9 What does she look like? 10 Have you ever ridden a camel? Progress check 11 It's a very exciting place! 12 It really works! Progress check 13 May I take your order? 14 The biggest and the best! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus Progress Additional resources Language summaries Appendix Workbook answer key T-181 T-184 T-185 T-181	Class	room language					
T-8 Progress check Progress check How much is it? I really like hip-hop. Progress check I come from a big family. How often do you exercise? Progress check Progress check We had a great time! What's your neighborhood like? Progress check What does she look like? Have you ever ridden a camel? Progress check It's a very exciting place! It's a very exciting place! It really works! Progress check May I take your order? The biggest and the best! Progress check I'm going to a soccer match. A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key T-165	Teac	hing notes	T 2				
Progress check	1	Please call me Beth.					
How much is it? I really like hip-hop. Progress check I really like hip-hop. Progress check I come from a big family. How often do you exercise? Progress check We had a great time! What's your neighborhood like? Progress check What does she look like? Have you ever ridden a camel? Progress check It's a very exciting place! It's a very exciting place! It's a very exciting place! I treally works! Progress check May I take your order? The biggest and the best! Progress check I'm going to a soccer match. I'm going to a soccer match. T-106 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key T-165	2						
1 really like hip-hop. T-22		Progress check					
1	3						
Frogress check I come from a big family. How often do you exercise? Progress check T-42 We had a great time! What's your neighborhood like? Progress check What does she look like? Have you ever ridden a camel? Progress check T-70 Progress check T-70 It's a very exciting place! It really works! Progress check T-84 May I take your order? The biggest and the best! Progress check T-98 T-100 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key T-181 T-181 T-181	4	I really like hip-hop.					
Frogress check Progress check Progress check T-42 We had a great time! What's your neighborhood like? Progress check Progress check What does she look like? T-56 Progress check T-58 T-64 Progress check T-70 T-70 T-70 T-70 T-71 It's a very exciting place! T-72 T-72 T-78 Progress check T-84 T-84 T-84 T-84 T-84 T-85 T-98 T-98 T-98 T-98 T-98 T-100 T-100 T-106 A change for the better! Progress check Interchange activities Grammar plus T-132 Additional resources Language summaries Language summaries Language summaries Appendix Workbook answer key T-181							
Progress check 7 We had a great time! 8 What's your neighborhood like? Progress check 9 What does she look like? 10 Have you ever ridden a camel? Progress check 11 It's a very exciting place! 12 It really works! Progress check 13 May I take your order? 14 The biggest and the best! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus T-142 T-44 T-50 T-56 T-56 T-58 T-64 T-70 T-70 T-70 T-70 T-72 T-72 T-78 T-78 T-84 T-84 T-98 T-92 Progress check T-100 T-106 Progress check T-112 Interchange activities Grammar plus T-112 Additional resources Language summaries Appendix Workbook answer key T-181	5	I come from a big family.					
7 We had a great time! 8 What's your neighborhood like? Progress check 9 What does she look like? 10 Have you ever ridden a camel? Progress check 11 It's a very exciting place! 12 It really works! Progress check 13 May I take your order? 14 The biggest and the best! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key T-50 T-58 T-64 T-70 T-70 T-70 T-70 T-70 T-70 T-70 T-70	6						
What's your neighborhood like? Progress check What does she look like? T-56 What does she look like? T-64 Progress check T-70 It's a very exciting place! T-72 It really works! Progress check T-84 May I take your order? T-86 T-92 Progress check T-98 T-92 T-98 T-98 T-100 T-100 T-106 Progress check T-112 Interchange activities Grammar plus T-12 Additional resources Language summaries Appendix Workbook answer key T-181							
Progress check What does she look like? Have you ever ridden a camel? Progress check T-64 Progress check T-70 T-70 T-72 T-72 T-78 Progress check T-78 Progress check T-84 T-84 T-84 T-86 T-86 T-92 T-86 T-92 T-92 T-92 T-98 T-98 T-98 T-98 T-98 T-100 T-100 T-100 T-100 T-106 Progress check T-112 Interchange activities Grammar plus T-132 Additional resources Language summaries Appendix Workbook answer key		We had a great time!					
9 What does she look like? 10 Have you ever ridden a camel? Progress check 11 It's a very exciting place! 12 It really works! Progress check 13 May I take your order? 14 The biggest and the best! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key T-58 T-70 T-72 T-72 T-72 T-78 T-78 T-78 T-78 T-78 T-86 T-84 T-92 T-98 T-98 T-100 T-100 T-100 T-106 T-106 T-106 T-106 T-112 T-114 T-115 T-114 T-115	8						
10 Have you ever ridden a camel? Progress check 11 It's a very exciting place! 12 It really works! Progress check 13 May I take your order? 14 The biggest and the best! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key T-181 T-164 T-165 T-181							
Progress check 11 It's a very exciting place! 12 It really works! Progress check 13 May I take your order? 14 The biggest and the best! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key T-72 T-72 T-72 T-72 T-72 T-78 T-78 T-84 T-84 T-92 T-92 T-92 T-98 T-100 T-106 T-106 T-106 T-112 T-112 T-114 T-114 T-114 T-114 T-115							
11 It's a very exciting place! 12 It really works! Progress check 13 May I take your order? 14 The biggest and the best! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key T-72 T-72 T-78 T-84 T-84 T-84 T-98 T-98 T-98 T-100 T-100 T-106 T-112 T-112 T-114 T-112 T-114 T-132	10						
12 It really works! Progress check 13 May I take your order? 14 The biggest and the best! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key T-78 T-84 T-84 T-84 T-84 T-92 T-92 T-98 T-98 T-100 T-100 T-100 T-106 T-112 T-112 T-114 T-132 T-148 T-148 T-164 T-165							
Progress check T-84 May I take your order? The biggest and the best! Progress check I'm going to a soccer match. A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key T-84 T-86 T-92 T-98 T-100 T-100 T-106 T-112 T-114 T-132							
13 May I take your order? 14 The biggest and the best! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key T-86 T-92 T-98 T-100 T-100 T-100 T-106 T-106 T-106 T-106 T-112 T-114 T-132 T-148 T-164 T-165	12						
13 May I take your order? 14 The biggest and the best! Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key T-181	1,520						
Progress check 15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus T-106 Additional resources Language summaries Appendix Workbook answer key T-181		May I take your order?					
15 I'm going to a soccer match. 16 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key T-100 T-106 T-106 T-112 T-114 T-132 T-148 T-164 T-165	14	The biggest and the best					
16 A change for the better! Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key 1-106 T-112 T-114 T-132 T-148 T-164 T-165 T-165	22	Progress check					
Progress check Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key T-112 T-114 T-132 T-148 T-164 T-165 T-165		I'm going to a soccer materi.					
Interchange activities Grammar plus Additional resources Language summaries Appendix Workbook answer key T-181	16						
Additional resources Language summaries Appendix Workbook answer key T-181			T-114				
Additional resources Language summaries Appendix Workbook answer key T-181			T-132				
Language summaries T-148 Appendix T-164 Workbook answer key T-181							
Appendix T-164 Workbook answer key T-181	Ad	ditional resources	7.4.0				
Appendix T-165 Workbook answer key T-181	Lar	nguage summaries					
Workbook answer key							
1-181							
			1-181				

Plan of Book 1

Titles/Topics	Speaking	Grammar
UNIT 1 PAGES 2-7	-	
Please call me Beth. Introductions and greetings; names, countries, and nationalities UNIT 2 PAGES 8–13	Introducing yourself; introducing someone; checking information; exchanging personal information; saying hello and good-bye	Wh-questions and statements with be; questions with what, where, who, and how; yes/no questions and short answers with be; subject pronouns; possessive adjectives
What do you do?	Describing work and school; asking	Simple present Wh-questions and
Jobs, workplaces, and school; daily schedules; clock time PROGRESS CHECK PAGES 14–15	for and giving opinions; describing daily schedules	statements; question: when; time expressions: at, in, on, around, early, late, until, before, and after
UNIT 3 PAGES 16-21		
How much is it?	Talking shout edges at 5	
Shopping and prices; clothing and personal items; colors and materials	Talking about prices; giving opinions; discussing preferences; making comparisons; buying and selling things	Demonstratives: this, that, these, those; one and ones; questions: how much and which; comparisons with adjectives
UNIT 4 PAGES 22-27		AND A POLICE OF
I really like hip-hop. Music, movies, and TV programs; entertainers; invitations and excuses; dates and times PROGRESS CHECK PAGES 28–29	Talking about likes and dislikes; giving opinions; making invitations and excuses	Yes/no and Wh-questions with do; question: what kind; object pronouns; modal verb would; verb + to + verb
UNIT 5 PAGES 30-35		Almer ne americani e
I come from a big family. Families; typical families UNIT 6 PAGES 36–41	Talking about families and family members; exchanging information about the present; describing family life	Present continuous yes/no and Wh- questions, statements, and short answers; quantifiers: all, nearly all, most, many, a lot of, same, not many, and few; pronoun: no one
How often do you exercise?	1270 - 1280 - 12	
Sports, fitness activities, and exercise; routines PROGRESS CHECK PAGES 42–43	Asking about and describing routines and exercise; talking about frequency; discussing sports and athletes; talking about abilities	Adverbs of frequency: always, almost always, usually, often, sometimes, hardly ever, almost never, and never; questions: how often, how long, how well, and how good; short answers
UNIT 7 PAGES 44-49		Established Control
We had a great time!	Talking about past events; giving	Simple past upston 1111
Free-time and weekend activities	opinions about past experiences; talking about vacations	Simple past yes/no and Wh-questions, statements, and short answers with regular and irregular verbs; past of be
UNIT 8 PAGES 50-55 What's your neighborhood like?	Achiev should and death of the second	
Stores and places in a city; neighborhoods; houses and apartments PROGRESS CHECK PAGES 56–57	Asking about and describing locations of places; asking about and describing neighborhoods; asking about quantities	There is/there are; one, any, and some; prepositions of place; quantifiers; questions: how many and how much; count and noncount nouns

iv Introduction

	Pronunciation/Listening	Writing/Reading	Interchange Activity
	Linked sounds Listening for names and countries	Writing questions requesting personal information "What's in a Name?": Reading about popular names	"Getting to know you": Collecting personal information about classmates PAGE 114
	Syllable stress Listening to descriptions of jobs and daily routines	Writing a biography of a classmate "Why Do You Need a Job?": Reading about people who need jobs	"Common ground": Finding similarities in classmates' daily schedules PAGE 115
	Sentence stress Listening to people shopping; listening for items, colors, and prices	Writing a comparison of prices in different countries "Tools for Better Shopping": Reading about electronic tools for shopping	"Flea market": Buying and selling things PAGES 116–117
	Intonation in questions Identifying musical styles; listening for likes and dislikes	Writing a text message "Fergie of the Black Eyed Peas": Reading about a famous entertainer	"Are you free this weekend?": Making plans; inviting and giving excuses PAGE 118
	Intonation in statements Listening for family relationships	Writing an email about family "Stay-at-Home Dads": Reading about three fathers	"Family facts": Finding out information about classmates families PAGE 119
_	Intonation with direct address Listening to people talking about free- time activities; listening to descriptions of sports participation	Writing about favorite activities "Health and Fitness Quiz": Reading about and taking a quiz	"Do you dance?": Finding out about classmates' abilities PAGE 120
	Reduction of did you Listening to descriptions and opinions of past events and vacations	Writing an online post "Vacation Posts": Reading about different kinds of vacations	"Thinking back": Playing a board gam PAGE 121
	Reduction of there is/there are Listening for locations and descriptions of places	Writing a "roommate wanted" ad "The World in One Neighborhood": Reading about a Toronto neighborhood	"Where Am I?": describing and guessing locations PAGE 122

appearance and dress; clothing and lothing styles; people PAGES 64–69 INIT 10 PAGES 64–69 Bave you ever ridden a came!? ast experiences; unusual activities exchanging information about past experiences; and events PAGES 70–71 Asking about and describing cities; asking for and giving suggestions; talking about travel Asking about travel Adverbs before adjectives; conjunctions: and, but, though, and however, modal verbs can and should however, modal verbs can and should for suggestions and giving suggestions. Talking about travel Talking about travel Adjective + infinitive; noun + infinitive; noun + infinitive; noun + infinitive; noun and will for requests. PAGES 86–91 Asy I take your order? ood and restaurants PAGES 86–91 Expressing likes and dislikes; agreeing and disagreeing; ordering a meal PAGES 92–97 The biggest and the best! World geography and facts; countries PAGES 106–113 PAGES 106–111 Exchanging personal information; describing changes with tell and ask invitations; accepting and refusing invitations; giving reasons; taking about travel Exchanging personal information; describing changes with tell and ask invitations; giving reasons; taking about travel Describing countries; making invitations; accepting and refusing invitations; accepting and refusing invitations; giving reasons; taking about takenes and measurements Exchanging personal information; describing changes; talking about plans; making invitations; giving reasons; taking about takenes and measurements Exchanging personal information; describing changes; talking about plans; giving reasons; taking and televing messages NITT 16 Exchanging personal information; describing changes; talking about plans; talking ab	INIT 9 PAGES 58-63		
Describing past experiences; exchanging information about past experiences; and events exchanging information about past experiences; and events exchanging past experiences; exchanging participles; already and yet; present perfect vs. simple past; for and since participles; already and yet; present perfect vs. simple past; for and since participles; algorithms; staking about gittes; asking for and giving advice; making and infinitive. PROGRESS CHECK PAGES 84–85 Talking about health problems; asking doubt giving and excuss; past expersions; expressing opinions; talking about distances and may for requests. Procedure of excussions and excuss; past expersions and excuss; past expersions and excuss; past expersions expersions; expersions excussions and excuss; past expersions; past expersions;	What does she look like? Appearance and dress; clothing and lothing styles; people		Whatlook like, how old, how tall, how long, and what color; modifiers with
PROGRESS CHECK PAGES 70–71 UNIT 12 PAGES 78–83 It really works! Health problems; asking for and giving advice; making requests; asking for and giving suggestions asking for and giving suggestions; talking about travel UNIT 13 PAGES 84–85 UNIT 14 PAGES 86–91 May I take your order? Food and restaurants UNIT 14 PAGES 86–91 May I take your order? Food and restaurants Describing countries; and islikes; agreeing and disagreeing; ordering a meal Describing countries; making comparisons; expressing opinions; talking about distances and measurements Describing countries; making comparisons; expressing opinions; talking about distances and measurements PROGRESS CHECK PAGES 88–99 UNIT 15 PAGES 100–105 I'm going to a soccer match, invitations; and excuses; leisure-time invitations; giving reasons; taking and leaving messages UNIT 15 PAGES 100–105 I'm going to a soccer match. Invitations and excuses; leisure-time invitations; giving reasons; taking and leaving messages UNIT 16 PAGES 100–111 A change for the better! Life changes; plans and hopes for the future exchanging personal information; describing changes; talking about plans; for the future exchanging information about past and sevents and serves with the present tense, the past tense, the present perfect vs, simple past; for and since Adverbs before adjectives; conjunctions: and should for suggestions: and however, modal verbs conjunctions: and should however, modal verbs conjunctions: and should retrieved asking for and giving advice, making conjunctions; and giving advice, making and dislikes; agreeing and either; modal verbs could and should for suggestions; modal verbs could and will for requests Comparative and superlative forms of adjectives; questions: how far, how big, how high, how deep, how long, how hot, and how cold Provided the provided the provided that the provided the provided that the provide	UNIT 10 PAGES 64-69		
Asking about and describing cities; asking place! Cities; hometowns; countries Asking about and describing cities; asking for and giving suggestions; talking about travel DINIT 12 PAGES 78–83 It really works! Health problems; medication and remedies; products in a pharmacy suggestions PROGRESS CHECK PAGES 84–85 UNIT 13 PAGES 86–91 May I take your order? Food and restaurants Describing countries; making comparisons; expressing opinions; talking about distances and measurements Describing countries; making comparisons; expressing opinions; talking about distances and measurements Describing and refusing invitations; and excess eliesure-time activities; telephone messages UNIT 15 PAGES 106–111 A change for the better! Life changes; plans and hopes for the future Asking about and describing cities; asking suggestions; acking about travel Asking about and giving suggestions; acking about travel Asking about and giving suggestions; and bout plans; making invitations; accepting and refusing invitations; accepting and refusing invitations; giving reasons; talking about plans; making invitations; accepting and refusing invitations; giving reasons; talking about plans; making invitations; giving reasons; talking about plans or the future Describing changes with the present tense, the past tense, the present perfect, and the comparative; verb + infinitive	Past experiences; unusual activities PROGRESS CHECK PAGES 70–71	exchanging information about past	questions, statements, and short answers with regular and irregular past participles; already and yet; present
Asking about and describing cities; asking for and giving suggestions; talking about travel PAGES 78–83 It really works! Health problems; medication and remedies; products in a pharmacy suggestions PROGRESS CHECK PAGES 84–85 UNIT 13 PAGES 86–91 May I take your order? Food and restaurants Describing countries; making comparisons; expressing opinions; talking about distances and measurements Describing countries; making comparisons; expressing opinions; talking about distances and measurements PAGES 100–105 I'm going to a soccer match. Invitations and excuses; leisure-time activities; telephone messages UNIT 16 PAGES 106–111 A change for the better! Life changes; plans and hopes for the future A sking about and describing cities; asking suggestions; making conjunctions: and, but, though, and however, modal verbs can and should. Adjective; modal verbs can and should everbs could and should for suggestions; modal verbs could, and should for suggestions; modal verbs can, could, and may for requests So, too, neither, and either; modal verbs would and will for requests So, too, neither, and either; modal verbs would and will for requests Comparative and superlative forms of adjectives; questions: how fat, how big, how high, how deep, how long, how hot, and how cold Talking about plans; making invitations; giving reasons; taking and leaving messages UNIT 16 PAGES 106–111 A change for the better! Life changes; plans and hopes for the future Exchanging personal information; describing changes; talking about plans for the future Life changes; plans and hopes for the future A change for the better! Life changes; plans and hopes for the future Life changes; plans and hopes for the future A change for the comparative; verb + infinitive	UNIT 11 PAGES 72-77		
Talking about health problems; asking for and giving advice; making requests; asking for and giving advice; making requests; asking for and giving advice; making requests; asking for and giving suggestions. PROGRESS CHECK PAGES 84–85 UNIT 13 PAGES 86–91 Expressing likes and dislikes; agreeing and disagreeing; ordering a meal. Describing countries; making comparisons; expressing opinions; talking about distances and measurements Describing countries; making comparisons; expressing opinions; talking about distances and measurements Describing countries; making comparisons; expressing opinions; talking about distances and measurements Describing countries; making comparisons; expressing opinions; talking about distances and measurements Describing countries; making comparisons; expressing opinions; talking about distances and measurements Describing countries; making adjectives; questions: how far, how big, how high, how deep, how long, how hot, and how cold Talking about plans; making invitations; accepting and refusing and leaving messages UNIT 16 PAGES 106–111 A change for the better! Life changes; plans and hopes for the future Exchanging personal information; describing changes; talking about plans for the future Describing changes with the present tense, the past tense, the past tense, the past tense, the persent perfect, and the comparative; verb + infinitive	It's a very exciting place! Cities; hometowns; countries	asking for and giving suggestions;	conjunctions: and, but, though, and
Expressing likes and dislikes; agreeing and disagreeing; ordering a meal So, too, neither, and either; modal verbs would and will for requests World geography and facts; countries Talking about distances and measurements WITTS PAGES 100–105 I'm going to a soccer match. Invitations and excuses; leisure-time activities; telephone messages UNIT 16 PAGES 106–111 A change for the better! Life changes; plans and hopes for the future Exchanging personal information; describing changes; talking about plans for the future Exchanging personal information; describing changes; talking about plans for the future Describing changes with the present tense, the past tense, the present perfect, and the comparative; verb + infinitive	It really works! Health problems; medication and remedies; products in a pharmacy	asking for and giving advice; making requests; asking for and giving	modal verbs could and should for suggestions; modal verbs can, could,
UNIT 14 PAGES 92–97 The biggest and the best! World geography and facts; countries UNIT 15 PAGES 100–105 I'm going to a soccer match. Invitations and excuses; leisure-time activities; telephone messages UNIT 16 PAGES 106–111 A change for the better! Life changes; plans and hopes for the future and disagreeing; ordering a meal Would and will for requests Comparative and superlative forms of adjectives; questions: how far, how big, how high, how deep, how long, how hot, and how cold Talking about plans; making invitations; accepting and refusing invitations; giving reasons; taking and leaving messages UNIT 16 PAGES 106–111 Exchanging personal information; describing changes; talking about plans for the future Exchanging personal information; describing changes; talking about plans for the future Describing changes with the present tense, the past tense, the present perfect, and the comparative; verb + infinitive	UNIT 13 PAGES 86-91		
The biggest and the best! World geography and facts; countries Describing countries; making comparisons; expressing opinions; talking about distances and measurements PROGRESS CHECK PAGES 98–99 UNIT 15 PAGES 100–105 Talking about plans; making invitations; accepting and refusing and leaving messages UNIT 16 PAGES 106—111 A change for the better! Life changes; plans and hopes for the future Describing countries; making comparative and superlative forms of adjectives; questions: how far, how big, how high, how deep, how long, how hot, and how cold Future with present continuous and be going to; messages with tell and ask invitations; giving reasons; taking and leaving messages UNIT 16 PAGES 106—111 Exchanging personal information; describing changes; talking about plans for the future Describing changes with the present tense, the past tense, the past tense, the present perfect, and the comparative; verb + infinitive	Food and restaurants		
I'm going to a soccer match. Invitations and excuses; leisure-time activities; telephone messages UNIT 16 A change for the better! Life changes; plans and hopes for the future Exchanging personal information; describing changes; talking about plans; making invitations; accepting and refusing be going to; messages with tell and ask be going to; messages with te	The biggest and the best! World geography and facts; countries	comparisons; expressing opinions; talking about distances and	adjectives; questions: how far, how big, how high, how deep, how long, how hot,
I'm going to a soccer match. Invitations and excuses; leisure-time activities; telephone messages UNIT 16 A change for the better! Life changes; plans and hopes for the future Exchanging personal information; describing changes; talking about plans; making invitations; accepting and refusing be going to; messages with tell and ask be going to; messages with te	UNIT 15 PAGES 100-105		
A change for the better! Exchanging personal information; Describing changes with the present describing changes; talking about plans for the future plans for the future Describing changes with the present tense, the past tense, the present perfect, and the comparative; verb + infinitive	I'm going to a soccer match. Invitations and excuses; leisure-time activities; telephone messages	invitations; accepting and refusing invitations; giving reasons; taking	
Life changes; plans and hopes for the describing changes; talking about plans for the future tense, the past tense, the present perfect, and the comparative; verb + infinitive		2 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	
PROGRESS CHECK PAGES 112113	Life changes; plans and hopes for the future	describing changes; talking about	tense, the past tense, the present perfect, and the comparative; verb +
	PROGRESS CHECK PAGES 112-113		

vi = Introduction

Pronunciation/Listening	Writing/Reading	Interchange Activity
Contrastive stress Listening to descriptions of people; identifying people	Writing an email describing people "Your Style Questions Answered!": Reading about clothing styles	"Find the differences": Comparing two pictures of a party PAGES 123, 124
Linked sounds Listening to descriptions of events	Writing an email to an old friend "Taking the Risk": Reading about unusual or dangerous sports	"Lifestyle survey": Finding out about a classmate's lifestyle PAGE 125
Can't and shouldn't Listening to descriptions of cities and hometowns; listening for incorrect information	Writing an article "Greetings from": Reading about interesting cities	"City guide": Creating a guide to fun places in a city PAGE 126
Reduction of to Listening to health problems and advice	Writing a letter to an advice columnist "Rain Forest Remedies?": Reading about natural products as medicine	"Help!": Playing a board game PAGE 127
Stress in responses Listening to restaurant orders	Writing a restaurant review "To Tip or Not to Tip?": Reading about tipping customs	"Plan a menu": Creating a menu of dishes PAGE 128
Questions of choice Listening to a TV game show	Writing about a place in your country "Things You Can Do to Help the Environment": Reading about the environment	"How much do you know?": Taking a general knowledge quiz PAGE 129
Reduction of could you and would you Listening to telephone messages	Writing unusual favors "Cell Phone Etiquette": Reading about cell phone manners	"Weekend plans": Finding out about classmates' weekend plans PAGE 130
Vowel sounds /ou/ and /a/ Listening to descriptions of changes	Writing a plan for a class party "Setting Personal Goals": Reading about goals and priorities	"My possible future": Planning a possible future PAGE 131

Authors' acknowledgments

A great number of people contributed to the development of Interchange Fourth Edition. Particular thanks are owed to the reviewers using Interchange, Third Edition in the following schools and institutes – their insights and suggestions have helped define the content and format of the fourth edition:

lan Geoffrey Hanley, The Address Education Center, Izmir, Turkey

James McBride, AUA Language Center, Bangkok, Thailand

Jane Merivale, Centennial College, Toronto, Ontario, Canada

Elva Elena Peña Andrade, Centro de Auto Aprendizaje de Idiomas, Nuevo León, Mexico

José Paredes, Centro de Educación Continua de la Escuela Politécnica Nacional (CEC-EPN), Quito, Ecuador

Chia-jung Tsai, Changhua University of Education, Changhua City, Taiwan

Kevin Liang, Chinese Culture University, Taipei, Taiwan Roger Alberto Neira Perez, Colegio Santo Tomás de Aquino, Bogotá, Colombia

Teachers at Escuela Miguel F. Martínez, Monterrey, Mexico

Maria Virginia Goulart Borges de Lebron, Great Idiomas, São Paulo, Brazil

Gina Kim, Hoseo University, Chungnam, South Korea Heeyong Kim, Seoul, South Korea

Elisa Borges, IBEU-Rio, Rio de Janeiro, Brazil

Jason M. Ham, Inha University, Incheon, South Korea

Rita de Cássia S. Silva Miranda, Instituto Batista de Idiomas, Belo Horizonte, Brazil

Teachers at Instituto Politécnico Nacional, Mexico City, Mexico

Victoria M. Roberts and Regina Marie Williams, Interactive College of Technology, Chamblee, Georgia, USA

Teachers at Internacional de Idiomas, Mexico City, Mexico

Marcelo Serafim Godinho, Life Idiomas, São Paulo, Brazil

Self-assessment charts revised by Alex Tilbury Grammar plus written by Karen Davy J. Kevin Varden, Meiji Gakuin University, Yokohama, Japan

Rosa Maria Valencia Rodriguez, Mexico City, Mexico Chung-Ju Fan, National Kinmen Institute of

Chung-Ju Fan, National Kinmen Institute of Technology, Kinmen, Taiwan

Shawn Beasom, Nihon Daigaku, Tokyo, Japan Gregory Hadley, Niigata University of International and Information Studies, Niigata, Japan

Chris Ruddenklau, Osaka University of Economics and Law, Osaka, Japan

Byron Roberts, Our Lady of Providence Girls' High School, Xindian City, Taiwan

Simon Banha, Phil Young's English School, Curitiba, Brazil

Flávia Gonçalves Carneiro Braathen, Real English Center, Viçosa, Brazil

Márcia Cristina Barboza de Miranda, SENAC, Recife, Brazil

Raymond Stone, Seneca College of Applied Arts and Technology, Toronto, Ontario, Canada

Gen Murai, Takushoku University, Tokyo, Japan

Teachers at Tecnológico de Estudios Superiores de Ecatepec, Mexico City, Mexico

Teachers at Universidad Autónoma Metropolitana-Azcapotzalco, Mexico City, Mexico

Teachers at Universidad Autónoma de Nuevo León, Monterrey, Mexico

Mary Grace Killian Reyes, Universidad Autónoma de Tamaulipas, Tampico Tamaulipas, Mexico

Teachers at Universidad Estatal del Valle de Ecatepec, Mexico City, Mexico

Teachers at Universidad Nacional Autónoma de Mexico – Zaragoza, Mexico City, Mexico

Teachers at Universidad Nacional Autónoma de

Mexico – Iztacala, Mexico City, Mexico Luz Edith Herrera Diaz, Veracruz, Mexico

Seri Park, YBM PLS, Seoul, South Korea

Grammar plus written by Karen Davy

viii Introduction

A letter from the authors

Dear teachers and colleagues,

Together with Cambridge University Press, we have always been committed to ensuring that the *Interchange* series continues to provide you and your students with the best possible teaching and learning resources. This means we always seek ways to add new features to the course to make sure it reflects the best practices in language teaching. We are delighted to tell you that we have now prepared a new edition of the series to make sure it continues to be the market leader in English language teaching today.

Here are some of the things you can look forward to in the fourth edition:

- a fresh new design, new illustrations and photos, and updated content
- a new Self-study DVD-ROM in the back of each Student's Book that provides additional skills and video viewing practice
- a revised Teacher's Edition now with an Assessment Audio CD/CD-ROM that features ready-to-print PDFs and customizable Microsoft Word tests
- an array of new technology components to support teaching and enhance learning both inside and outside of the classroom
- the all-new Interchange Video Program and accompanying Video Resource materials

In addition, the features that have made Interchange the world's most popular and successful English course continue to be the hallmarks of the fourth edition:

- the same trusted methodology and proven approach
- flexibility for use in any teaching situation
- a wealth of resources for teacher training and professional development

We look forward to introducing you to the fourth edition of Interchange.

With best wishes and warmest regards,

Jack C. Richards Jonathan Hull Susan Proctor

The new edition

Interchange Fourth Edition is a fully revised edition of Interchange Third Edition, the world's most successful series for adult and young adult learners of English.

The course has been thoroughly updated, and it remains the innovative series teachers and students have grown to love, while incorporating suggestions from teachers and students all over the world. There is new content in every unit, additional grammar practice, as well as opportunities to develop speaking and listening skills.

What's new

Content - more than half of the readings are new and many others have been updated.

Grammar plus – the self-study section at the back of the Student's Book provides additional grammar practice that students can do in class or as homework. An answer key is also included at the back of the book, so students can check their work.

Progress checks – the Self-assessment charts have been revised to reflect student outcomes, and the statements are aligned with the Common European Framework of Reference (CEFR). This allows students to assess their ability to communicate effectively rather than focus on mastery of grammar.

Student's self-study DVD-ROM – contains brand new content at each level of the Student's Book. The interactive activities provide students with extra practice in vocabulary, grammar, listening, speaking, and reading. It also contains the complete video program with activities that allow students to check their comprehension themselves.

Assessment Audio CD / CD-ROM – contains eight oral and written quizzes plus a midterm and final exam. The quizzes are available in two formats – as ready-to-print PDFs and in Microsoft Word. The audio program, audio scripts, and answer keys are also included on this disc.



Core series components

Interchange Fourth Edition has a variety of components to help you and your students meet their language learning needs. Here is a list of the core components.

OMPONENT	DESCRIPTION
itudent's Book with VEWI Self-study OVD-ROM	The Student's Book is intended for classroom use and contains 16 six-page units. The Self-study DVD-ROM provides additional vocabulary, grammar, listening, speaking, reading, and full class video-viewing practice.
Class Audio CDs	The Class Audio CDs are intended for classroom use. The CDs provide audio for all the audio sections in the Student's Book.
Teacher's Edition with NEW! Assessment Audio CD / CD-ROM	The interleaved Teacher's Edition with Assessment Audio CD / CD-ROM includes: • Page-by-page teaching notes with step-by-step lesson plans • Audio scripts and answer keys for the Student's Book, Workbook, and DVD • Language summaries of the new vocabulary and expressions in each unit • Supplementary Resource Overviews that make it easy to plan what to teach for each unit • A complete assessment program, including oral and written quizzes, as well as review unit tests in printable PDF and Microsoft Word formats
Workbook	The Workbook's six-page units can be used in class or for homework. Each unit provides students with additional grammar, vocabulary, and writing practice.
NEW! Online Workbook	The Online Workbook is an online version of the print workbook, optimized for online practice. The Online Workbook provides instant feedback for hundreds of activities as well as simple tools to monitor progress.
NEW! Video Program	Videos for each unit offer entertaining free-standing sequences that reinforce and extend the language presented in the Student's Book. Video Resource Books include step-by-step comprehension and conversation activities and detailed teaching suggestions.
NEWI Classware Presentation Software	Classroom Presentation Software can be used on an interactive whiteboard, portable interactive software technology, or with a computer or projector. This software is intended for classroom use and presents the Student's Book, audio, and video.
NEWI Animated Presentations	Student's Book pages are reproduced digitally in MS PowerPoint format, allowing teachers to complete activities in front of the classroom using only a computer and a projector.
NEWI Interchange Arcade	Interchange Arcade is a free self-study website offering fun, interactive, self-scoring activities for each unit. The Interchange Arcade includes activities that help student practice listening, vocabulary, grammar, and reading skills. MP3s of the class audio program can also be found here.
Placement Test	The placement test provides three versions of the placement test and four achievement tests for each level of the Student's Book, as well as for Passages 1 and 2.

For a complete list of components, visit www.cambridge.org/interchange or contact your local Cambridge University Press representative.

Student's Book overview

Every unit in *Interchange Fourth Edition* contains two cycles, each of which has a specific topic, grammar point, and function. The units in Level 1 contain a variety of exercises, including a Snapshot, Conversation, Grammar focus, Pronunciation, Discussion (or Speaking / Role Play), Word power, Listening, Writing, Reading, and Interchange activity. The sequence of these exercises differs from unit to unit. Here is a sample unit from Level 1.

Cycle 1 (Exercises 1-8)

Topic: leisure activities Grammar: simple past

Function: talk about the weekend

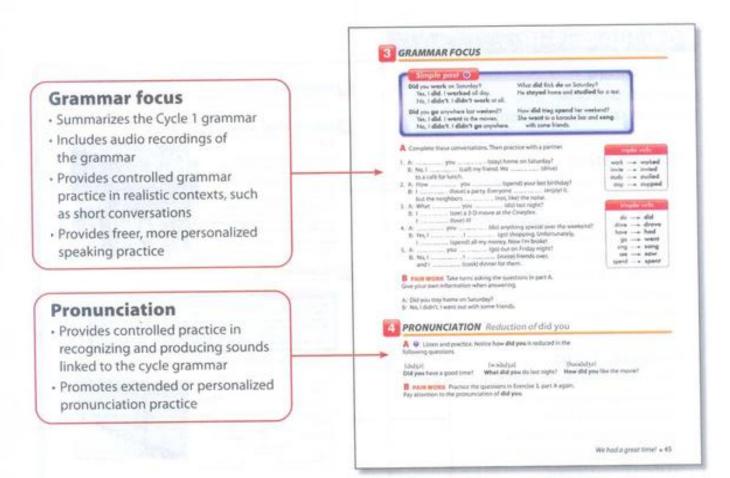


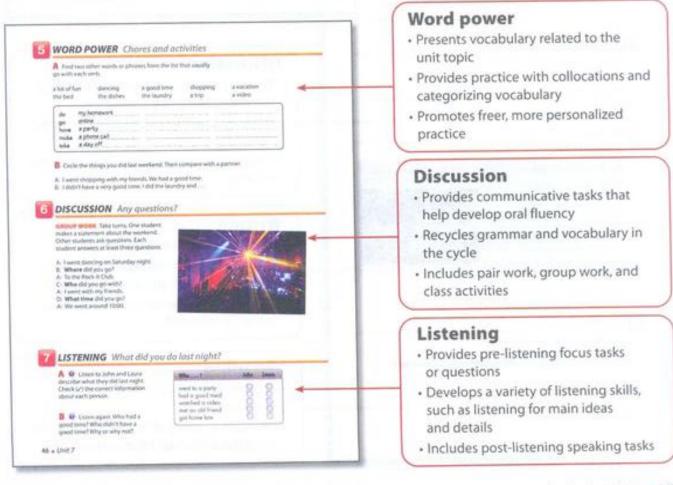
Snapshot

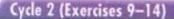
- Introduces the unit or cycle topic
- Presents vocabulary for discussing the topic
- · Uses real-world information
- Provides personalized guided discussion questions

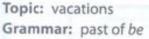
Conversation

- Provides structured listening and speaking practice
- Introduces the meaning and use of Cycle 1 grammar in context
- Uses pictures to set the scene and illustrate new vocabulary
- · Provides follow-up listening tasks









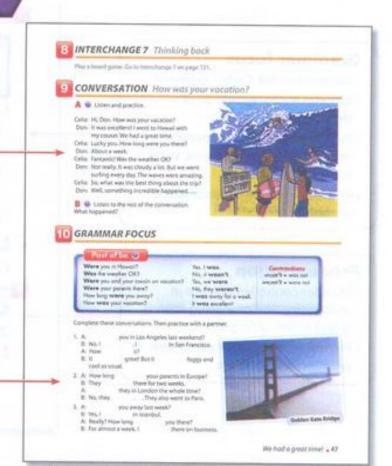
Function: talk about vacations

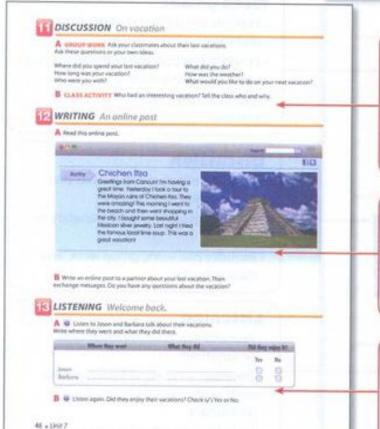
Conversation

- Provides structured listening and speaking practice
- Introduces the meaning and use of Cycle 2 grammar in context
- Uses pictures to set the scene and illustrate new vocabulary
- Introduces useful expressions and discourse features

Grammar focus

- · Summarizes the Cycle 2 grammar
- Presents examples from the previous conversation
- Provides controlled grammar practice in realistic contexts, such as short conversations





Discussion

- Provides communicative tasks that help develop oral fluency
- Recycles grammar and vocabulary in the cycle
- Includes pair work, group work, and class activities

Writing

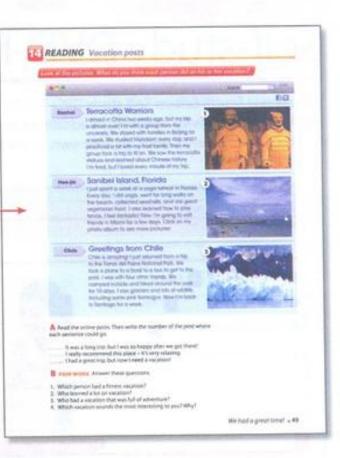
- · Provides a model writing sample
- Develops skills in writing different texts, such as postcards and email messages
- Reinforces the vocabulary and grammar in the cycle or unit

Listening

- Provides pre-listening focus tasks or questions
- Develops a variety of listening skills, such as listening for main ideas and details



- Presents a variety of text types
- Introduces the text with a pre-reading task
- Develops a variety of reading skills, such as reading for main ideas, reading for details, and inferencing
- Promotes discussion that involves personalization and analysis



In the back of the book

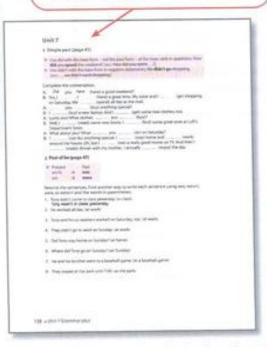
Interchange activity

- Expands on the unit topic, vocabulary, and grammar
- Provides opportunities to consolidate new language in a creative or fun way
- Promotes fluency with communicative activities such as discussions, information gaps, and games



Grammar plus

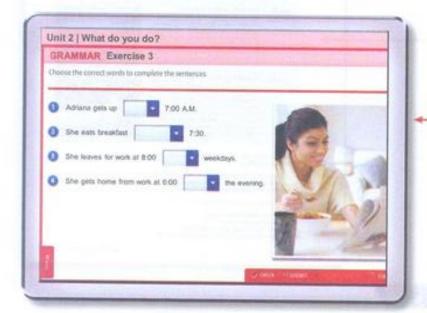
- Explores the unit grammar in greater depth
- Practices the grammar with controlled exercises
- Can be done in class or assigned as homework



Self-study DVD-ROM overview

Interchange Fourth Edition Self-study DVD-ROM in the back of the Student's Book provides students with hundreds of additional exercises to practice the language taught in the Student's Book on their own, in the classroom, or in the lab.





Interactive exercises

Hundreds of interactive exercises provide hours of additional:

- · vocabulary practice
- · grammar practice
- · listening practice
- · speaking practice
- · reading practice

The complete Interchange video program

The entire Interchange video program for this level is included on the DVD-ROM with new exercises that allow the students to watch and check comprehension themselves.



Interchange Arcade overview

Interchange Arcade is a free self-study website for students that offers fun, interactive, self-scoring activities for each unit of each level of Interchange Fourth Edition. Using animated characters, sound effects, and illustrations, Interchange Arcade includes activities that help students practice listening, vocabulary, grammar, and reading skills.





Workbook overview

Interchange Fourth Edition provides students with additional opportunities to practice the language taught in the Student's Book outside of the classroom by using the Workbook that accompanies each level.

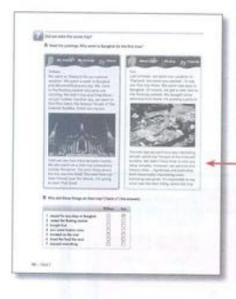
Vocabulary

Provides vocabulary practice based on the unit topic

Grammar

Reinforces the unit grammar through controlled practice





Reading

- Gives additional reading practice based on the theme of the unit
- Introduces the text with a prereading task
- Reinforces reading skills used in the Student's Book

Writing

- Promotes freer, more personalized practice
- Reinforces the vocabulary and grammar in the unit



Online Workbook overview

Each level of the Interchange Fourth Edition Online Workbooks provides additional activities to reinforce what is presented in the corresponding Student's Book. They provide all the familiarity of a traditional print workbook with the ease of online delivery. Each Online Workbook includes:

- A variety of interactive activities which correspond to each Student's Book lesson, allowing students to interact with workbook material in a fresh, lively way.
- Instant feedback for hundreds of activities, challenging students to focus on areas for improvement.
- Simple tools for teachers to monitor students' progress such as scores, attendance, and time spent online, providing instant information, saving valuable time for teachers.
- Intuitive navigation and clear, easy-to-follow instructions, fostering independent study practice.



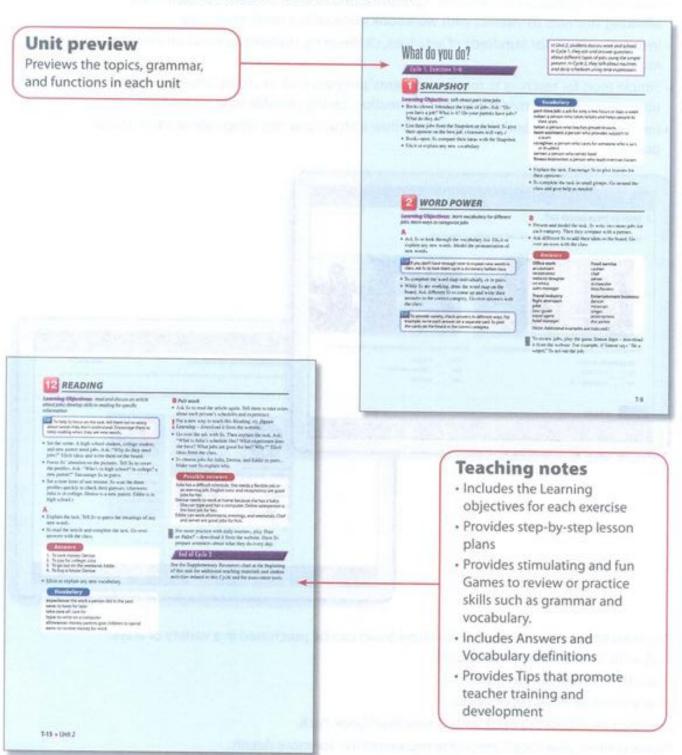
The Interchange Fourth Edition Online Workbooks can be purchased in a variety of ways:

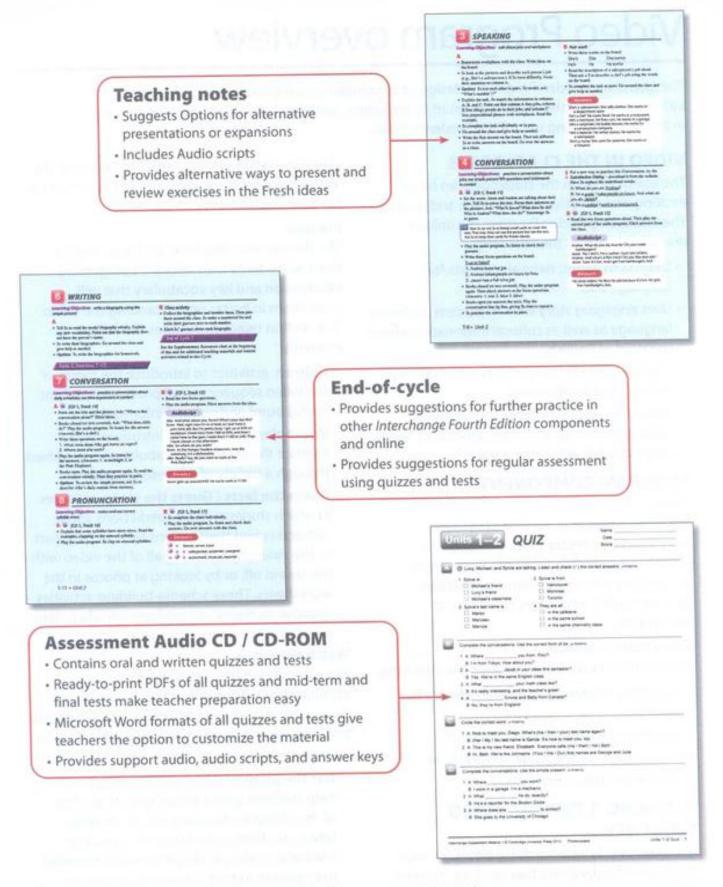
- · directly online; using a credit card,
- · as an institutional subscription,
- · as a stand-alone access card, or
- · as part of a Student's Book with Online Workbook Pack.

Please contact your local Cambridge representative for more details.

Teacher's Edition overview

The Teacher's Editions provide complete support for teachers who are using *Interchange Fourth Edition*. They contain Supplementary Resources Overview charts to help teachers plan their lessons (for more information see page xxiv), Language summaries, Workbook answer keys, Audio scripts, Fresh ideas, and Games. They also include detailed teaching notes for the units and Progress checks in the Student's Books.





For more information on the Placement Test Program see page xxvi.

Video Program overview

The Interchange Video Program is designed to complement the Student's Books. Each video provides further practice related to the topics, language, and vocabulary introduced in the corresponding unit of the Student's Book.

VIDEO IN THE CLASSROOM

The use of video in the classroom can be an exciting and effective way to teach and learn. The *Interchange* Video Program is a unique resource that does the following:

- Depicts dynamic, natural contexts for language use.
- Uses engaging story lines to present authentic language as well as cultural information about speakers of English.
- Enables learners to use visual information to enhance comprehension.
- Allows learners to observe the gestures, facial expressions, and other aspects of body language that accompany speech.

PROGRAM COMPONENTS

Video

The sixteen videos in each level's video program complement Units 1 through 16 of the corresponding Student's Book. There are a variety of genres: dramatized stories, documentaries, interviews, profiles, and travelogues.

Video Resource Book

The Video Resource Book contains the following:

- engaging photocopiable worksheets for students
- detailed teaching notes for teachers
- answer keys for the student worksheets
- complete video transcripts

TEACHING A TYPICAL VIDEO SEQUENCE

The worksheets and teaching notes for each video are organized into four sections: Preview, Watch the video, Follow-up, and Language

close-up. The unit-by-unit teaching notes in the Video Resource Book give detailed suggestions for teaching each unit.

Preview

The Preview activities build on each other to provide students with relevant background information and key vocabulary that will assist them in better understanding the video. This section typically includes the following elements.

- Culture: activities to introduce the topics of the video sequences and provide important background and cultural information
- Vocabulary: activities to introduce and practice the essential vocabulary of the videos through a variety of interesting tasks
- Guess the facts / Guess the story: activities in which students make predictions about characters and their actions by watching part of the video, by watching all of the video with the sound off, or by looking at photos in the worksheets. These schema-building activities improve students' comprehension when they watch the full video with sound.

Watch the video

The carefully sequenced Watch the video activities first help students focus on gist and then guide them in identifying important details and language. These tasks also prepare them for Follow-up speaking activities.

 Get the picture: initial viewing activities first help students gain a global understanding of the videos by focusing on gist. Activity types vary from unit to unit, but typically involve watching for key information needed to complete a chart, answer questions, or arrange events in sequential order.

xxii Introduction

- Watch for details: activities in which students focus on more detailed meaning by watching and listening for specific information to complete the tasks
- What's your opinion?: activities in which students make inferences about the characters' actions, feelings, and motivations, or state their own opinions about topics in the video

Follow-up

The Follow-up speaking activities encourage students to extend and personalize information by voicing their opinions or carrying out communicative tasks.

 Role play, interview, and other expansion activities: communicative activities based on the videos in which students extend and personalize what they have learned.
 Students can use new language to talk about themselves and their ideas as they complete the tasks.

Language close-up

Students finish with the Language closeup, examining and practicing the particular language structures and functions presented in the video.

- What did they say?: cloze activities that aim to develop bottom-up listening skills by having students focus on the specific language in the videos and then fill in missing words.
- Grammar and functional activities: activities which reflect the structural and functional focus of a particular unit as presented in the videos.

OPTIONS FOR THE CLASSROOM

Once teachers feel comfortable with the basic course procedures, they can try other classroom techniques for presenting and working with the videos. Here are several proven techniques.

Fast-forward viewing For activities in which students watch the video with the sound off, play the entire sequence on fast-forward and have students list all of the things they see. Nearly all of the activities designed to be completed with the sound off can be done in this manner.

Information gap Play approximately the first half of a video, and then have students work in pairs or groups to predict what will happen next. Play the rest of the sequence so that students can check their predictions.

Act it out All of the videos provide an excellent basis for role plays and drama activities. Select a short scene, and have students watch it several times. Then have pairs or groups act out the scene, staying as close as possible to the actions and expressions of the characters. Have pairs or groups act out their scenes in front of the class.

What are they saying? Have students watch a short segment of a video in which two people are talking, but without sound. Then have pairs use the context to predict what the people might be saying to each other. Have pairs write out sample dialogs and share their work with the class.

Freeze-frame Freeze a frame of a video and have students call out information about the scene: the objects they can see, what the people are doing, the time and place – whatever is appropriate to the scene or the learning situation.

Teacher Support Site overview

This website offers a variety of materials to assist with your teaching of the series. It includes practical articles, author video and audio casts on methodology, correlations, language summaries, overviews of supplementary materials, ideas for games and extra activities, as well as a number of downloadable worksheets for projects and extra practice of vocabulary, grammar, listening, writing, and speaking.

Author videocasts

Provide useful information on methodology and practical tips



Unit 2 Supplementary Resources Overview | Supplementary Resources Overview Resources Overview | Supplementary Resources Overview Resources Overview | Supplementary Resources Overview Resources Overview Resources Overview Resources Resources Resources Resources Resources Resources Resources Reso

Supplementary Resources Overviews

Indicate all the activities available in the various ancillary components that can be used after each exercise in the Student's Book units for extra practice, review, and assessment.

Downloadable worksheets

- · Offer extra speaking opportunities
- Provide guidance for projects and extra practice of grammar, vocabulary, listening, and writing



xxiv . Introduction

Classroom Presentation Software overview

Interchange Classroom Presentation Software combines the contents of the Student's Book, the class audio, and the video program for each level of the series into a convenient one-stop presentation solution. It can be used with all types of interactive whiteboards or with just a projector and a computer to present Interchange core materials in the classroom in a lively and engaging way.

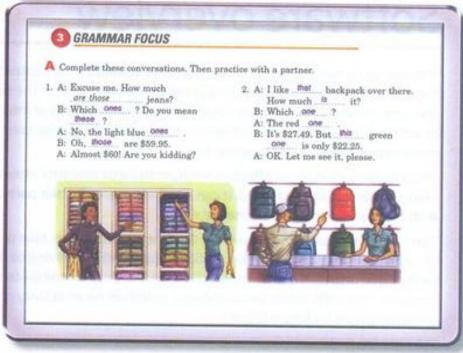
The software provides an effective medium to focus students' attention on the content being presented and practiced. It can also help promote their participation and interaction with the material in a more dynamic way.

This component simplifies several of the teaching tasks that take place in the classroom. You can use the software to play audio or video without having to use a separate CD or DVD player, display the answers for the exercises in an uncomplicated way, zoom in on a page to more efficiently focus students' attention on an activity or image, and even annotate pages for future lessons.



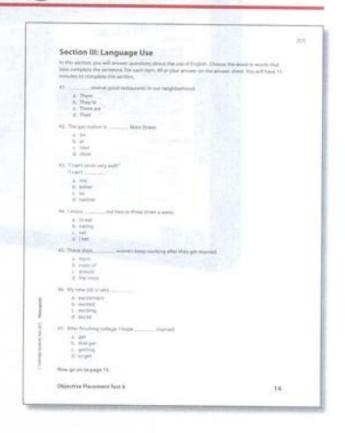
Animated Presentations overview

The Interchange Fourth Edition
Animated Presentations contain
the digitally reproduced
Student's Book pages in
PowerPoint format, allowing
teachers to display answers
in the classroom using only
a computer and a projector.
Please contact your local
Cambridge University Press
representative for more details.



Placement Test Program overview

The Interchange and Passages Placement
Test Program provides three versions
of an Objective Placement Test with
Listening, three versions of a Placement
Essay Test, and Placement Speaking
Assessment. An audio program, audio
scripts, answer keys, and guidelines for
administering the tests are included.
Please contact your local Cambridge
University Press representative for more
details.



Introduction to the CEFR

Introduction to the Common European Framework of Reference (CEFR)

The overall aim of the Council of Europe's Common European Framework of Reference (CEFR) is to provide objective criteria for describing and assessing language proficiency in an internationally comparable manner. The Council of Europe's work on the definition of appropriate learning objectives for adult language learners dates back to the '70s. The influential Threshold series (J. A. van Ek and J. L. M. Trim, Cambridge University Press, 1991) provides a detailed description in functional, notional, grammatical, and sociocultural terms, of what a language user needs to be able to do in order to communicate effectively in the sort of situations commonly encountered in everyday life. Three levels of proficiency are identified,

called Waystage, Threshold, and Vantage (roughly corresponding to Elementary, Intermediate, and Upper Intermediate).

The Threshold series was followed in 2001 by the publication of the Common European Framework of Reference, which describes six levels of communicative ability in terms of competences or "can do" statements: A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Effective Operational Proficiency), and C2 (Mastery). Based on the CEFR descriptors, the Council of Europe also developed the European Language Portfolio, a document that enables learners to assess their language ability and to keep an internationally recognized record of their language learning experience.

Interchange Fourth Edition and the Common European Framework of Reference

The table below shows how Interchange Fourth Edition correlates with the Council of Europe's levels and with some major international examinations.

No. of Lot	CEFR	Council of Europe	Cambridge ESOL	IELTS	TOEFL IBT	TOEIC
Interchange			THE RESIDENCE	-		120+
Level Intro	A1	Breakthrough				1201
Level I	A2	Waystage			noo sinste partner	225+
		ALTERNATION OF STREET		EQUIPMENT OF	(Caldinodae)	No. 7 September
	B1 Threshold	KET (Key English Test)	4.0-5.0	57-86	550+	
	G LIVES and any		PET (Preliminary English Test)		or from Each	
Passages	223		PARTY NAMED IN		A STATE OF THE PARTY OF THE PAR	705
Level 1	82	Vantage	FCE (First Certificate in English)	5.5-6.5	87–109	785+
Level 3	C1	Effective Operational Efficiency	CAE (Certificate in Advanced English)	7.0-8.0	110-120	490+ (Listening 445+ (Reading)

Sources: http://www.cambridgeesol.org/about/standards/cefr.html
http://www.ets.org/Media/Research/pdf/CEFR_Mapping_Study_Interim_Report.pdf
http://www.sprachenmarkt.de/fi leadmin/sprachenmarkt/ets_images/TOEIC_Can-do-table_CEFR_2008.pdf

Essential teaching tips

Classroom management

Error correction

- During controlled practice accuracy activities, correct students' wrong use of the target language right away, either by correcting the error yourself or, whenever possible, having the student identify and / or correct the error. This way, the focus is on accuracy, and students can internalize the correct forms, meaning, and use of the language.
- During oral fluency activities, go around the room and take notes on errors you hear. Do not interrupt students. Instead, take notes of their errors in the use of target language and write these errors on the board. Encourage students to correct them first. Be sure to point out and praise students for language used correctly as well.

Grouping students

It is good to have students work in a variety of settings: individually, in pairs, in groups and as a class. This creates a more student-centered environment and increases student talking time.

- The easiest and quickest way to put students in pairs is to have two students sitting close to one another work together. This is good for when students need to have a quick discussion or check answers.
- To ensure students don't always work with the same partner and / or for longer activities, pair students by name, e.g., Maria work with Javier.
- One way to put students in groups is to give them a number from 1 to 4, and then have all number 1s work together, all number 2s work together, and so forth.

Instructions

- Give short instructions and model the activity for the students.
- Check your instructions, but avoid asking,
 Do you understand? Instead ask concept questions such as, Are you going to speak or write when you do this activity?

Monitoring

- Make sure you go around the room and check that the students are doing the activity and offer help as necessary.
- Monitor closely during controlled practice, but don't make yourself too accessible during fluency activities; otherwise, students may rely on you to answer questions rather than focus on communicating their ideas to their partner or group.

Teaching lower-level students

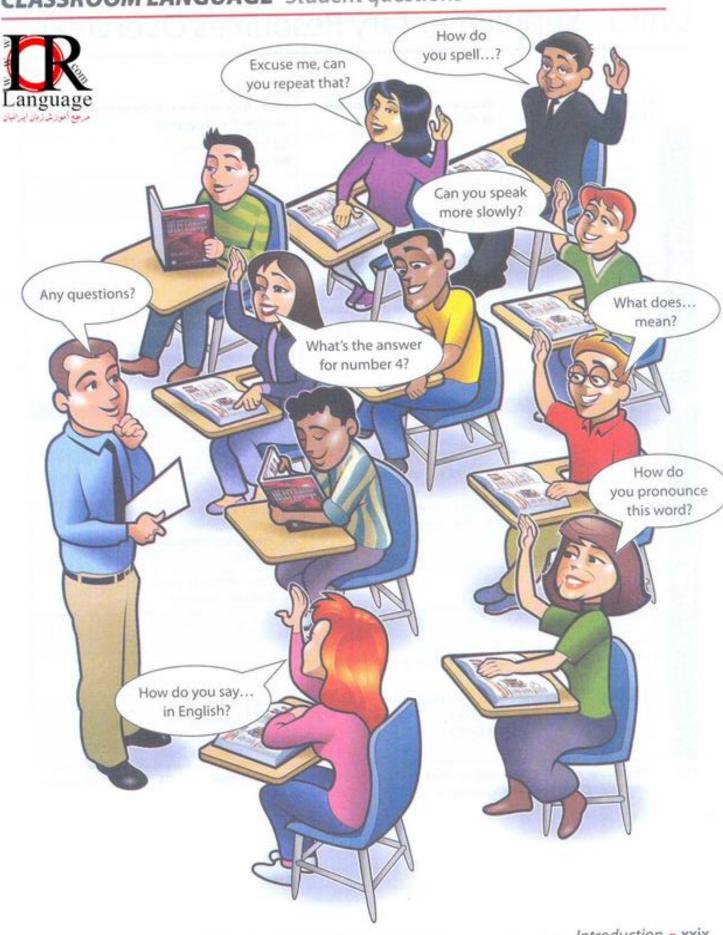
- Teach the Classroom Language on page xxix and put useful language up in the classroom, so the students get used to using English.
- Don't rush. Make sure all the students have had enough time to practice the material.
- Do a lot of repetition and drilling of the new target language.
- Encourage students to practice and review target language by doing activities in the Workbook, and Self-study DVD-ROM.
- Elicit answers from your students and involve them in the learning process. Even though they are beginners, they may have a passive knowledge of English. Find out what they already know by asking them questions.
- Use the optional activities within the Teaching Notes and the Supplementary Resources Overview charts at the beginning of each unit in this Teacher's Edition to add variety to your lessons.

Teaching reading and listening

- Reading and Listening texts are meant to help the students become better readers / listeners, not to test them. Explain to your students why they need to read or listen to a text several times.
- Adapt the reading speed to the purpose of the reading. When the students read for gist, encourage them to read quickly. When students read for detail, give them more time.

xxviii Introduction

CLASSROOM LANGUAGE Student questions



Unit 1 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Conversation		SSD Unit 1 Speaking 1 WB Unit 1 exercise 1
	2 Speaking	Superino Villagia	1
	3 Conversation	TSS Unit 1 Extra Worksheet	SSD Unit 1 Speaking 2
1	4 Pronunciation		
	5 Grammar Focus	TSS Unit I Vocabulary Worksheet	SB Unit 1 Grammar Plus focus 1 SSD Unit 1 Grammar 1–2 ARC Statements with be; possessive adjective ARC Pronouns and contractions ARC Wh-questions with be WB Unit 1 exercises 2–6
	6 Snapshot	11217 KA10/50 A	
	7 Conversation		SSD Unit 1 Speaking 3
	8 Grammar Focus	TSS Unit 1 Grammar Worksheet TSS Unit 1 Listening Worksheet	SSD Unit 1 Grammar Plus focus 2 SSD Unit 1 Grammar 3 ARC Yes/No questions and short answers with be
Intelligentation	9 Word Power		SSD Unit 1 Vocabulary 1–2 ARC Hello and good-bye
	10 Listening	THE PROPERTY OF THE PARTY OF TH	IFO = I Hamil
	11 Interchange 1	TSS Unit 1 Writing Worksheet	
	12 Reading	TSS Unit 1 Project Worksheet VID Unit 1 VRB Unit 1	SSD Unit 1 Reading 1–2 SSD Unit 1 Listening 1–3 SSD Unit 1 Video 1–3 WB Unit 1 exercises 7–12

Key

ARC: Arcade VID: Video DVD SB: Student's Book

VRB: Video Resource Book

SSD: Self-study DVD-ROM

TSS: Teacher Support Site

WB: Workbook

My Plan for Unit 1

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
REIL	Management !	David My District General Colors (1994)
		The same upon well-same attell
1-1900121		
		Ferry Ch. good, Succhon it have
		Pauld Wheely state from
P18 4		Eavid Adhealty II clared
	indiana	melecondonies manualization
		Constitution and a gradual constitution of
With or instead of the following SB section	I am using these materials for assessment	
	anti-mail memph showers in	The Book of province Trade and

Please call me Beth.

CONVERSATION Where are you from?

Listen and practice.

David: Hello, I'm David Garza. I'm a new club member.

Beth: Hi. My name is Elizabeth Silva, but please call me Beth.

David: OK. Where are you from, Beth?

Beth: Brazil. How about you?

David: I'm from Mexico.

Beth: Oh, I love Mexico! It's really beautiful.

Beth: Oh, good. Sun-hee is here.

David: Who's Sun-hee?

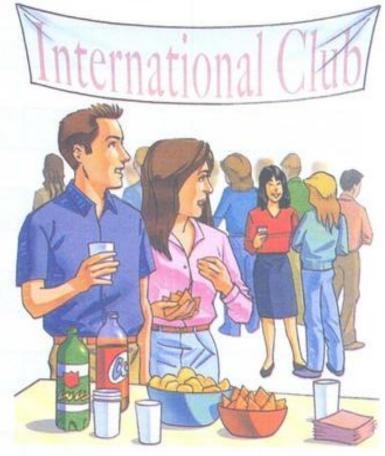
Beth: She's my classmate. We're in the same math class.

David: Where's she from?

Beth: South Korea. Let's go and say hello. Sorry, what's your last name again? Garcia?

David: Actually, it's Garza. Beth: How do you spell that?

David: G-A-R-Z-A.



SPEAKING Checking information

A

Match the questions with the responses. Listen and check.

Then practice with a partner. Give your own information.

- 1. I'm sorry. What's your name again?
- 2. What do people call you?
- How do you spell your last name?
- a. S-I-L-V-A.
- b. It's Elizabeth Silva.
 - c. Everyone calls me Beth

B GROUP WORK Introduce yourself with your full name. Use the expressions in part A. Make a list of names for your group.

A: Hi! I'm Yuriko Noguchi,

B: I'm sorry. What's your last name again? . . .

Please call me Beth.

Cycle 1, Exercises 1-5



CONVERSATION

Learning Objectives: practice a conversation between two people who just met; see statements with be and possessive adjectives in context

TIP To learn your Ss' names, have them make name cards.

Each S folds a piece of paper in thirds and writes his or her name on one side. Then they place the name cards on their desks.

Beth

[CD 1, Track 1]

- Focus Ss' attention on the picture. Ask: "Where are the people? Who are they? How old are they?" Encourage Ss to make guesses.
- Set the scene. David is a new member of a club for international students. He's meeting Beth for the first time.
- · Books closed. Write these questions on the board:
 - 1. Where is Beth from?
 - 2. Where is David from?
- Play the first part of the audio program. Elicit Ss' answers. (Answers: 1. Brazil 2. Mexico)

Write this on the board for the next task:

and short answers with be.

First name Beth David Last name

In Unit 1, students discuss personal information. In Cycle 1, they introduce

themselves and others using be and possessive adjectives. In Cycle 2, they talk about themselves using yes/no questions

- Play the first part of the audio program again. Ss listen to find out Beth's and David's last names. Then elicit the answers and write them on the board. (Answers: Silva, Garza)
- Books open. Play the first part of the audio program again. Ss listen and read silently.
- Ss stand up and practice the conversation in pairs.
 Go around the class and give help as needed.
- Option: Ss use their own information to practice the first part of the conversation. Before they start, ask Ss to underline the names and countries, so they know what information to substitute.
- Ask: "Where is Sun-hee from?" Play the rest of the audio program and elicit the answer. (Answer: South Korea)
- · Ss practice the conversation in pairs.

2

SPEAKING

Learning Objectives: introduce oneself; check information about other people

A (CD 1, Track 2)

- Explain that sometimes people misunderstand information, so it's important to ask polite questions to check information.
- Have Ss match the questions and responses individually or in pairs. Then play the audio program. Ss listen and check their answers.

Answers

1. b 2. c 3. a

- Play the audio program again. Focus Ss' attention on the intonation of the questions.
- Tell Ss to ask you the questions. Respond with information about yourself. Then Ss use their own information to ask and answer the questions in pairs.
- . Option: Review the letters of the alphabet.

B Group work

- Model the task with a few Ss. Ask them their names. Then check the information before writing it on the board.
- Ss complete the task in small groups.

CONVERSATION

Learning Objectives: practice a conversation between three people who just met; see statements with be in context

A @ [CD 1, Track 3]

- Books closed. Set the scene. Beth is introducing Sun-hee to David. Ask: "What is Sun-hee's last name?" Play the audio program and elicit the answer. (Answer: Park)
- Books open. Focus Ss' attention on the Conversation title. Elicit or explain the meaning of What's . . . like? Ask the class: "Where is David from? What's it like?" Ss check answers in the Conversation on page 2. (Answers: Mexico, beautiful)
- Play the audio program again. Ss listen and read the conversation silently. Then they practice it.
- For a new way to practice this Conversation, try

 Look Up and Speak! download it from the website.

B @ [CD 1, Track 4]

- Elicit names of cities in Mexico (e.g., Mexico City, Acapulco). Then read the two focus questions.
- Play the audio program. Ss listen to find the answers to the questions. Elicit the answers.

AudioScript

Sun-hee So David, where are you from?

David I'm from Mexico.

Sun-hee Really? What city?

David Mexico City.

Sun-hee Wow! What's it like there?

David Well, it's a big city, and very busy, but I like it a lot.

Answers

David is from Mexico City. It's big and very busy.

PRONUNCIATION

Learning Objective: learn to sound natural by linking words

[CD 1, Track 5]

- Explain that some English words sound unnatural when pronounced separately. Therefore, native speakers usually link these words.
- Play the audio program. Point out the linked sounds.
 Ask Ss to practice the sentences.
- Option: Play the audio program for the Conversation on page 3 again. Then tell Ss to practice linking sounds in selected sentences (e.g., This is David.).

GRAMMAR FOCUS

Learning Objectives: practice statements with be, contractions of be, and possessive adjectives; ask and answer questions with be

@ [CD 1, Track 6]

Statements with be and contractions of be

- Introduce yourself ("I'm . . ."). Explain that it's common to use contractions (e.g., I'm) when speaking. Tell Ss to go around the room and introduce themselves.
- Go over the contractions in the Grammar Focus box. Close your thumb and first finger to show how the pronouns + be become contractions. For example, your thumb (you) and first finger (are) contract to become you're.

Possessive adjectives

 Explain the difference between subject pronouns and possessive adjectives by writing this on the board:

I am David. My name is David.
You are Beth. Your name is Beth.

 Play the audio program for the first Grammar Focus box.

For more practice with possessive adjectives, try the Chain Game – download it from the website.

A

 Ss complete the sentences individually or in pairs. Go over answers with the class.

Answers

- My name is Mariko Kimura. I'm from Japan. My family is in Osaka. My brother is a university student. His name is Kenji.
- My name is Antonio, I'm from Buenos Aires. It's a really nice city. My sister is a student here, too. Our parents are in Argentina right now.
- I'm Katherine, but everyone calls me Katie. My last name is Martin. I'm a student at City College. My parents are on vacation this week. They're in Los Angeles.

T-3 . Unit 1

CONVERSATION What's Seoul like?

A O Listen and practice.

Beth: Sun-hee, this is David Garza. He's a new club member from Mexico.

Sun-hee: Nice to meet you, David. I'm

Sun-hee Park.

David: Hi. So, you're from South Korea?

Sun-hee: That's right, I'm from Seoul. David: That's cool. What's Seoul like?

Sun-hee: It's really nice. It's a very

exciting city.

B Listen to the rest of the conversation. What city is David from? What's it like?



4

PRONUNCIATION Linked sounds

Listen and practice. Notice how final consonant sounds are often linked to the yowels that follow them.

I'm a new club member.

Sun-hee is over there.

My name is Elizabeth Silva.

5

GRAMMAR FOCUS

Statements with be; possessive adjectives ©

Statements with be

I'm from Mexico.

You're from Brazil.

He's from Japan.

She's a new club member.

It's an exciting city.

We're in the same class.

They're my classmates.

Contractions of be

I'm = I am

you're = you are

he's = he is

she's = she is

it's = it is

we're = we are

they're = they are

Possessive adjectives

my

your

his

her

its

their

A Complete these sentences. Then tell a partner about yourself.

- My name is Mariko Kimura. from Japan. family is in Osaka. brother is a university student. name is Kenji.
- name is Antonio. _____ from Buenos Aires. ____ a really nice city. ____ sister is a student here, too. ____ parents are in Argentina right now.
- Katherine, but everyone calls me Katie. last name is Martin. a student at City College. parents are on vacation this week. in Los Angeles.

Wh-questions with be 0

Where's your friend? Who's Sun-hee? What's Seoul like?

Where are you and Luisa from? How are your classes? What are your classmates like?

He's in class. She's my classmate. It's a very exciting city.

We're from Brazil. They're pretty interesting. They're really nice.

B Complete these questions. Then practice with a partner.

1.	A:	Whos that?
	B:	Oh, that's Miss West.
2.	A:	she from?
	B:	She's from Miami.
3.		her first name?
	D;	it's Cella.

4. A: _____ the two students over there? B: Their names are Jeremy and Karen.

5. A: they from? B: They're from Vancouver, Canada.

6. A: they? B: They're shy, but very friendly.

C GROUP WORK Write five questions about your classmates. Then ask and answer the questions.

What's your last name? Where's Ming from?

SNAPSHOT

GREETINGS from around the world a handshake a kiss on the cheek a bow the United States a pat on the back a hug a fist bump

Sources: www.fomilyeducation.com; www.fime.com

Which greetings are typical in your country? Can you write the name of a country for each greeting? What are other ways to greet people?

[CD 1, Track 7]

Wh-questions with be

Write these questions and answers on the board:

Write these questions and answ	reis on me como
Questions	Answers
Where's your friend?	She's my classmate.
Who's Sun-hee?	It's a very exciting
What's Seoul like?	city.
Where are you and	He's in class.
Luisa from?	They're really nice.
How are your classes?	We're from Brazil.
What are your classmates	They're pretty
like?	interesting.
Books closed. Ask Ss to match	n the questions and

answers on the board.

- Books open. Ss check answers with the Grammar Focus box. Answer any questions.
- Play the audio program.
- Option: Divide the class into two groups. Group A asks the questions and Group B answers. Then change roles.

В

 Ss complete the questions individually. Go over answers with the class.

Answers

- 1. Who is/Who's that?
- Where is/Where's she from?
- 3. What is/What's her first name?
- 4. Who are the two students over there?
- 5. Where are they from?
- 6. What are they like?
- Explain the task. Ss practice the conversations in

pairs. Model the task with a strong S and then with another S.

· Ss complete the task in pairs.

C Group work

- Explain the task. Elicit possible Wh-questions.
- Option: Ss look at the Conversations on pages 2 and 3 for examples of Wh-questions with be. (Answers: Where are you from? Who's Sun-hee? Where's she from? What's your last name again? What's Seoul like?)
- Ss write five Wh-questions individually. Go around the class and give help as needed.
- Ss work in small groups. They take turns asking and answering their questions.
- Go around the class and write down any errors. Then write the questions or answers with errors on the board. Ss correct the errors as a class.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Cycle 2, Exercises 6-12

SNAPSHOT

Learning Objective: learn about greetings used around the world

- · Go around the class, shake Ss' hands, and say "hello" or "hi."
- Focus Ss' attention on the pictures. Point out that a handshake is a common way to greet people in the U.S. and Canada. Read the first question: "Which greetings are typical in your country?" If Ss are from different countries, ask them to demonstrate how they greet people.
- Go over the second and third questions. Ss answer them in pairs or small groups.

Possible answers

a handshake: the United States, Canada, Peru a kiss on the cheek: Brazil, France, Venezuela a bow: Korea, Japan, Indonesia a hug: the United States, Denmark, Egypt a pat on the back: Greece, Russia, Mexico a fist bump: the United States, Canada

To encourage Ss to use the Classroom Language on page v of the Student's Book, write the expressions on cards. Then put the cards on the walls.

CONVERSATION

Learning Objectives: practice a conversation between two people who know each other; see yes/no questions and short answers with be in context

(CD 1, Track 8)

- Introduce the Conversation title. Ask: "How's it going?" Help Ss with responses (e.g., fine, not bad).
- Set the scene. A few days after the International Club party, Sun-hee sees David and starts a conversation.
- Write these questions on the board:
 - 1. Are David's classes interesting this semester?
 - 2. Are David and Beth in the same chemistry
 - 3. Is Sun-hee on her way to class?
 - 4. Is Sun-hee free?

Elicit or explain any new vocabulary.

Vocabulary

semester: 15-18 week part of a school year on ... way to (a place): going to (a place) free: not busy

- Books closed. Play the audio program twice. Elicit answers to the questions on the board. (Answers: 1. yes 2. no 3. no 4. yes)
- Books open. Play the audio program again. Ss look at the picture and read the conversation silently.
- Ss stand up and practice the conversation in pairs.

GRAMMAR FOCUS

Learning Objective: practice yes/no questions and short answers with be

[CD 1, Track 9]

Yes/No questions

- Write several statements with be about David and Sun-hee or your own Ss on the board. For example: David is a student.
 - Julia and Elena are sisters.
- · Focus Ss' attention on the statements. Point out that statements begin with a subject + verb.

David is a student.

SV

Julia and Elena are sisters.

- Option: If you don't want to teach the terms subject and verb, use the numbers 1 and 2 instead.
- Explain that yes/no questions begin with a verb + subject. For example:

Is David a student?

V 5

Are Julia and Elena sisters?

- · Ask Ss to change any remaining statements on the board to yes/no questions. Give help as needed.
- Ss study the Grammar Focus box questions.

Short answers with be

 Present the short answers in the Grammar Focus box. Point out that there are two ways of saying "no" for each pronoun, except for I.

- Ask yes/no questions with be about Ss in the class. Ss respond with short answers.
- · Play the audio program. Focus Ss' attention on the stress in short answers (e.g., Yes, I am. No, I'm not.).

Α

· Ss complete the conversations individually. Go over answers with the class,

Answers

- 1. A: Is Ms. Gray from the United States?
 - B: Yes, she is. She's from Chicago.
- A: Is English class at 10:007
 - B: No, it isn't. It's at 11:00.
- 3. A: Are you and Monique from France?
 - B: Yes, we are. We're from Paris.
- 4. A: Are Mr. and Mrs. Tavares American?
 - B: No, they aren't. They're Brazilian.
- · Model the first conversation with a strong S and the second conversation with a different S. Then Ss practice the conversations in pairs.

В

 Explain the task. Ss write answers to the questions individually. Then they ask and answer the questions in pairs.

Group work

- Model the task with the first question. Ss write questions individually. Then they ask their questions.
- . Option: Ss write questions in small groups, Collect the questions and give them to different groups. Ss take turns asking and answering the questions.

CONVERSATION How's it going?

Listen and practice.

Sun-hee: Hey, David. How's it going? David: Fine, thanks. How are you?

Sun-hee: Pretty good. So, are your classes

interesting this semester? David: Yes, they are. I really love chemistry.

Sun-hee: Chemistry? Are you and Beth in the

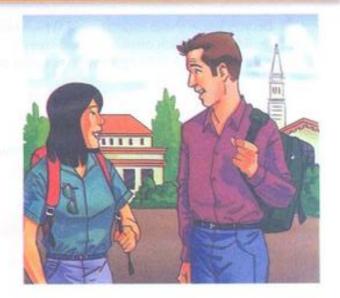
same class?

David: No, we aren't. My class is in the morning. Her class is in the afternoon.

Sun-hee: Listen, I'm on my way to the cafeteria

now. Are you free?

David: Sure. Let's go.



GRAMMAR FOCUS

Yes/No guestions and short answers with be 💿

Are you free? Yes, am. No. I'm not.

No, he's not./No, he isn't. Is David from Mexico? Yes, he is.

Yes, it is. No, it's not./No, it isn't. Is Beth's class in the morning? Are you and Beth in the same class? Yes, we are. No, we're not./No, we aren't.

No, they're not./No, they aren't. Are your classes interesting? Yes, they are.

Complete these conversations. Then practice with a partner.

1. A: Ms. Gray from the United States? 3. A: _____ you and Monique from France? B: Yes, she from Chicago. B: Yes, we from Paris.

4. A: Mr. and Mrs. Tavares American? 2. A: English class at 10:00? B: No, it _____ at 11:00. B: No, they _____ Brazilian.

Answer these questions. If you answer "no," give the correct information. Then ask your partner the questions.

Are you from the United States?

2. Is your teacher from Canada? ...

Is your English class in the morning?

Are you and your best friend the same age?

GROUP WORK Write five questions about your classmates. Then ask and answer the questions.

Are Cindy and Brian from Los Angeles?

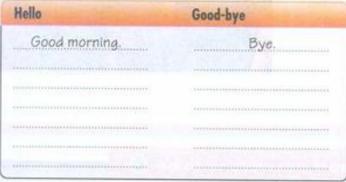
WORD POWER Hello and good-bye

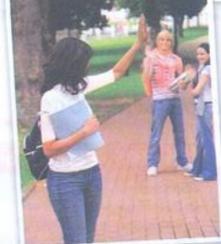
A Do you know these expressions? Which ones are "hellos" and which ones are "good-byes"? Complete the chart. Add expressions of your own.

- ✓ Bye.✓ Good morning.
- Good night.
 Have a good day.

Hey. Hi. How are you? How's it going? See you later. See you tomorrow. Talk to you later. What's up?







- B Match each expression with the best response.
- Have a good day. —
- 2. Hi. How are you?
- 3. What's up?
- 4. Good morning.
- a. Oh, not much.
- b. Thank you. You, too.
- c. Good morning.
- d. Pretty good, thanks.
- C CLASS ACTIVITY Practice saying hello. Then practice saying good-bye.
- A: Hi, Aki. How's it going?
- B: Pretty good, thanks. How are you?

10 LISTENING What's your last name again?

Listen to the conversations. Complete the information about each person.

	First name	Last name	Where from?
1.	Chris		
2.		Sanchez	
3	Min-ho	17) DOLLAR M. M	
٥.	and the first transfer of the second	***************************************	***************************************

INTERCHANGE 1 Getting to know you

Find out about your classmates. Go to Interchange 1 on page 114.

6 = Unit 1

WORD POWER

Learning Objective: learn different ways to say hello and good-bye

TIP To show Ss the purpose of an activity, write the learning objective on the board. At the end of the activity, point out what Ss have achieved.

- Explain the task. Ss write the expressions they know in the chart.
- Copy the chart from the Student's Book on the board.
- Go over each expression. Then elicit more expressions and have Ss write them in the chart on the board.

Answers

Hello Good morning.

Hey. How are you? Good-bye

Good night. Have a good day. See you later.

See you tomorrow How's it going? Talk to you later. What's up? See you. Good afternoon. Good evening. Later. (Note: Additional expressions are italicized.)

В

Model the first greeting and response with a few Ss.

4. c

Ss match the greetings and responses.

Answers

3. a 2. d 1.b

C Class activity

- Model the conversation with a S.
- Ss stand up and go around the room to practice greeting their classmates using expressions from the Hello column in part A. Then they practice using expressions from the Good-bye column.

LISTENING

Learning Objective: develop skills in listening for detail

[CD 1, Track 10]

- Explain the task and the information in the chart. Ask the class: "What is Chris' last name? What else do we need to find out about him?"
- Play the first conversation in the audio program. Ss listen to for Chris's last name and where he's from.
- Play the rest of the audio program. As Ss listen and complete the chart, draw the chart on the board.
- Elicit answers and have Ss write them in the chart on the board. Do not correct wrong answers.
- Play the audio program again. Stop after each conversation and discuss the answers on the board.

AudioScript

Man Chris, this is my friend Lucy. We're in the same English class.

Chris Hi, Lucy. I'm Christopher Olsen. But everyone calls me Chris.

Lucy Nice to meet you, Chris. What's your last name again?

Chris It's Olsen. O-L-S-E-N.

Lucy And where are you from, Chris?

Chris I'm from here, the United States - originally from Los Angeles.

Lucy Wow! How do you like Los Angeles? Chris Oh, I love it. It's my favorite city.

Clerk OK, Ms. Sanchez. Let me just check this information. Is your first name spelled I-S-A-B-E-L? Isabela No, it's not. My first name is Isabela. It's spelled I-S-A-B-E-L-A.

Clerk OK. Thanks. And you're from Argentina, right? Isabela Um, no, I'm not from Argentina. I'm from Mexico. Clerk Oh, sorry. Mexico. But you are studying English. Isabela Actually, I'm not. I'm a business student. Clerk Business. OK. Got it.

Man Excuse me. Are you Hee-young Kim? Hee-young Yes, I am. Man Is your brother Min-ho Kim?

Hee-young Yes, he is. Man Tell me, is Min-ho still here at the university? Hee-young No, he's not. He's at home in South Korea. Man Oh, he's in Korea. Is he in school there? Hee-young Yeah. He's at Seoul University this semester.

Answers

First name Last name Olsen Chris Sanchez Isabela Min-ho Kim

Where from? the United States Mexico South Korea



INTERCHANGE 1

See page T-114 for teaching notes.

12 READING

Learning Objectives: read and discuss an article about names; develop skills in scanning and reading for detail

Explain that in real life people read in different ways for different purposes. For example, they read manuals or recipes slowly and in detail, but they skim magazines or scan telephone books more quickly.

- Ask: "What English names do you like? Why?" Elicit answers.
- Focus Ss* attention on the title of the reading. Ask:
 "What do you think this article is about?" Elicit ideas.
- Ss scan the text quickly to find examples of names. Ask; "Do you know any people with these names? What are they like?"
- Point out that in the last paragraph Georges and Bettys are simply plurals of George and Betty. This refers to all people with those names.

A

- Explain the task. Read the statements.
- Ss read the article individually. Then they complete the task. Go over answers with the class.

Answers

True statements: 1, 2, 4, and 5,

B

Elicit or explain any adjectives from the reading.

Vocabulary

average: like everybody else

creative: making or using new or unusual ideas

athletic: good at sports

nerdy: smart, but without good social skills old-fashioned: having old ideas; not modern independent: able to do things without help adventurous: liking excitement and new things plain: not very good-looking

ordinary: not special intelligent: smart

- Explain the task. Give one or two examples.
- Ss complete the task individually. As Ss work, draw the chart on the board.
- Ask Ss who finish first to write their answers in the chart on the board. Then check answers as a class.

Answers

Positive names
Jacob Michael George Stanley
Emma Nicole Betty Jane

C Pair work

- Ss discuss the questions in pairs.
- Option: Each pair joins another pair to compare ideas.
 For more practice with introductions and the alphabet,

For more practice with introductions and the alphabet, play Line Up! – download it from the website. Have Ss line up alphabetically according to first names.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle. 000

What's in a Name?

Look at the names in the article. Do you know any people with these names? What are they like?

Your name is very important. When you think of yourself, you probably think of your name first. It is an important part of your identity.

Right now, the two most popular names for babies in the United States are "Jacob" for boys and "Emma" for girls. Why are these names popular? And why are other names unpopular?

Names can become popular because of famous actors,

Names can become popular because of famous actors, TV or book characters, or athletes. Popular names suggest very positive things. Unpopular names suggest negative things. Surprisingly, people generally agree on the way they feel about names. Here are some common opinions about names from a recent survey.

Boys' names

George: average, boring Jacob: creative, friendly Michael: good-looking, athletic Stanley: nerdy, serious

Girls' names

Betty: old-fashioned, average Emma: independent, adventurous Jane: plain, ordinary Nicole: beautiful, intelligent

So why do parents give their children unpopular names? One reason is tradition. Many people are named after a family member. Of course, opinions can change over time. A name that is unpopular now may become popular in the future. That's good news for all the Georges and Bettys out there!

- A Read the article. Then check (✓) the statements that are true.
- 1. Your name is part of your identity.
 - 2. People often feel the same way about a particular name.
- 3. Boys' names are more popular than girls' names.
- 4. People are often named after family members.
- 5. Opinions about names can change.
- According to the article, which names suggest positive things? Which suggest negative things? Complete the chart.



Positive names	Negative names

PAIR WORK What names are popular in your country? Why are they popular?

Unit 2 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot	The state of the s	SSD Unit 2 Vocabulary 1
	2 Word Power		SSD Unit 2 Vocabulary 2 ARC Jobs
	3 Speaking	The Lances expend to mine	1227
CYCLE 1	4 Conversation		SSD Unit 2 Speaking 1
C	5 Grammar Focus	TSS Unit 2 Vocabulary Worksheet TSS Unit 2 Listening Worksheet TSS Unit 2 Extra Worksheet	SB Unit 2 Grammar Plus focus 1 SSD Unit 2 Grammar 1–2 ARC Work and workplaces ARC Simple present Wh-questions and statements
	6 Writing		WB Unit 2 exercises 1-6
	7 Conversation		SSD Unit 2 Speaking 2
	8 Pronunciation	TO STATE OF THE PARTY OF T	
E2	9 Grammar Focus	TSS Unit 2 Grammar Worksheet	SB Unit 2 Grammar Plus focus 2 SSD Unit 2 Grammar 3 ARC Time expressions 1–2
CYCLE 2	10 Listening		Personal Property of the Prope
U	11 Interchange 2	755 Unit 2 Writing Worksheet	
	12 Reading	TSS Unit 2 Project Worksheet VID Unit 2 VRB Unit 2	SSD Unit 2 Reading 1–2 SSD Unit 2 Listening 1–3 SSD Unit 2 Video 1–3 WB Unit 2 exercises 7–12

With or instead of the following SB section	You can also use these materials for assessment	Siebulgen)
Units 1-2 Progress Check	ASSESSMENT CD Units 1–2 Oral Quiz ASSESSMENT CD Units 1–2 Written Quiz	

Key

ARC: Arcade

SB: Student's Book

SSD: Self-study DVD-ROM TSS: Teacher Support Site

VID: Video DVD

VRB: Video Resource Book

WB: Workbook

My Plan for Unit 2

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
	of the sol smin	First Mabule Medicul
No.		
		The William Co.
		terminate in the supplement A
	5 14-5	
		The state of the s
With or instead of the following SB section	I am using these materials for assessment	

What do you do?

SNAPSHOT



Which jobs are easy? Which are difficult? Why? What's your opinion? Are these good jobs for students? What are some other student jobs?

Source: www.snagajob.com

2 WORD POWER

- A Complete the word map with jobs from the list.
- √ accountant
- ✓ cashier chef
- √ dancer
- ✓ flight attendant musician pilot receptionist server singer tour guide website designer

Office work accountant	Food service cashler	
Travel industry flight attendant	Jobs Entertainment busing dancer	

B Add two more jobs to each category. Then compare with a partner.

What do you do?

Cycle 1, Exercises 1-6

1

SNAPSHOT

Learning Objective: talk about part-time jobs

- Books closed. Introduce the topic of jobs. Ask: "Do you have a job? What is it? Do your parents have jobs? What do they do?"
- List three jobs from the Snapshot on the board. Ss give their opinion on the best job. (Answers will vary.)
- Books open. Ss compare their ideas with the Snapshot.
- · Elicit or explain any new vocabulary

In Unit 2, students discuss work and school. In Cycle 1, they ask and answer questions about different types of jobs using the simple present. In Cycle 2, they talk about routines and daily schedules using time expressions.

Vocabulary

part-time job: a job for only a few hours or days a week usher: a person who takes tickets and helps people to their seats

tutor: a person who teaches private lessons team assistant: a person who provides support to a team

caregiver: a person who cares for someone who is sick or disabled

server: a person who serves food

fitness instructor: a person who leads exercise classes

- Explain the task. Encourage Ss to give reasons for their opinions.
- Ss complete the task in small groups. Go around the class and give help as needed.

2

WORD POWER

Learning Objectives: learn vocabulary for different jobs; learn ways to categorize jobs

A

 Ask Ss to look through the vocabulary list. Elicit or explain any new words. Model the pronunciation of new words.

TIP
If you don't have enough time to explain new words in class, ask Ss to look them up in a dictionary before class.

- Ss complete the word map individually or in pairs.
- While Ss are working, draw the word map on the board. Ask different Ss to come up and write their answers in the correct category. Go over answers with the class.

TIP To provide variety, check answers in different ways. For example, write each answer on a separate card. Ss post the cards on the board in the correct category.

В

- Present and model the task. Ss write two more jobs for each category. Then they compare with a partner.
- Ask different Ss to add their ideas to the board. Go over answers with the class.

Answers

Office work accountant receptionist website designer secretary sales manager

Travel industry flight attendant pilot tour guide travel agent hotel manager Food service cashier chef server dishwasher

host/hostess

Entertainment business

dancer musician singer actor/actress disc jockey

(Note: Additional examples are italicized.)

To review jobs, play the game Simon Says – download it from the website, For example, if Simon says "Be a singer," Ss act out the job.

SPEAKING

Learning Objective: talk about jobs and workplaces

A

- Brainstorm workplaces with the class. Write ideas on the board.
- Ss look at the pictures and describe each person's job (e.g., She's a salesperson.). If Ss have difficulty, focus their attention on column A.
- Option: Ss test each other in pairs. To model, ask: "What's number 1?"
- Explain the task. Ss match the information in columns A, B, and C. Point out that column A lists jobs, column B lists things people do in their jobs, and column C lists prepositional phrases with workplaces. Read the example.
- · Ss complete the task individually or in pairs.
- · Go around the class and give help as needed.
- Write the first answer on the board. Then ask different Ss to write answers on the board. Go over the answers as a class.

B Pair work

* Write these words on the board:

She's She She works He's He He works

- Read the description of a salesperson's job aloud.
 Then ask a S to describe a chef's job using the words on the board.
- Ss complete the task in pairs. Go around the class and give help as needed.

Answers

She's a salesperson. She sells clothes. She works in a department store,

He's a chef. He cooks food. He works in a restaurant. He's a mechanic. He fixes cars. He works in a garage. He's a carpenter. He builds houses. He works for

a construction company. He's a reporter. He writes stories. He works for

a newspaper. She's a nurse. She cares for patients. She works in a hospital.

4

CONVERSATION

Learning Objectives: practice a conversation about jobs; see simple present Wh-questions and statements in context

A @ [CD 1, Track 11]

Set the scene. Jason and Andrea are talking about their jobs. Tell Ss to cover the text. Focus their attention on the pictures. Ask: "Who is Jason? What does he do? Who is Andrea? What does she do?" Encourage Ss to guess.

Give Ss (or ask Ss to bring) small cards to cover the text. That way, they can see the picture but not the text. Ask Ss to keep their cards for future classes.

- Play the audio program. Ss listen to check their guesses.
- Write these focus questions on the board: True or false?
 - 1. Andrea loves her job.
 - 2. Andrea takes people on tours to Asia.
 - 3. Jason has a full-time job.
- Books closed (or text covered). Play the audio program again. Then check answers to the focus questions. (Answers: 1. true 2. false 3. false)
- Books open (or uncover the text). Play the conversation line by line, giving Ss time to repeat it.
- Ss practice the conversation in pairs.

For a new way to practice this Conversation, try the Substitution Dialog – download it from the website. Have Ss replace the underlined words:

A: What do you do, Andrea?

B: I'm a guide. I take people on tours. And what do you do, Jason?

A: I'm a cashier I work in a restaurant.

B @ [CD 1, Track 12]

 Read the two focus questions aloud. Then play the second part of the audio program. Elicit answers from the class.

AudioScript

Andrea What do you do, exactly? Do you make hamburgers?

Jason No, I don't. I'm a cashier. I just take orders.

Andrea And what's it like there? Do you like your job?

Jason Sure. It's fun. And I get free hamburgers, too!

Answers

He takes orders. He likes his job because it's fun. He gets free hamburgers, too.

T-9 . Unit 2

SPEAKING Work and workplaces

A Look at the pictures. Match the information in columns A, B, and C.













Α

(a salesperson)

a chef

a mechanic

a carpenter

a reporter

a nurse

В

builds houses cares for patients writes stories

cooks food fixes cars

sells clothes

C

in a restaurant

for a construction company

in a hospital

in a garage

in a department store

for a newspaper

B

Take turns describing each person's job.

A: She's a salesperson. She sells clothes. She works in a department store.

B: And he's a chef. He . . .

CONVERSATION Where do you work?

A © Listen and practice.

Jason: Where do you work, Andrea? Andrea: I work at Thomas Cook Travel.

Jason: Oh, really? What do you do there?

Andrea: I'm a guide. I take people on tours to

countries in South America, like Peru.

Jason: How interesting!

Andrea: Yeah, it's a great job. I really love it.

And what do you do?

Jason: Oh, I'm a student. I have a part-time

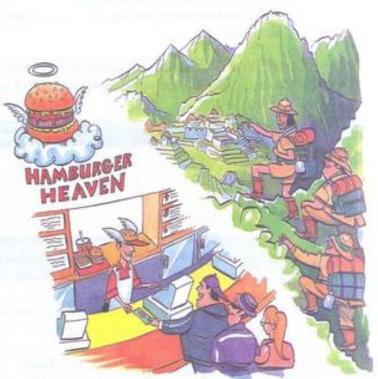
job, too.

Andrea: Where do you work?

Jason: In a fast-food restaurant.

Andrea: Which restaurant?

Jason: Hamburger Heaven.



Simple present Wh-questions and statements ©

What do you do? Where do you work? Where do you go to school?

I'm a student. I have a part-time job, too.
I work at Hamburger Heaven.
I go to the University of Texas.

What does Andrea do? Where does she work? How does she like it?

She's a guide. She **takes** people on tours. She **works** at Thomas Cook Travel. She **loves** it.

I/You He/She work works take takes study: studies teach teaches do does go goes have has

A Complete these conversations. Then practice with a partner.

- 1. A: What ____do ___you ___do __?
 B: I'm a full-time student. I study the violin.
 A: And _____ do you _____ to school?
 B: I _____ to the New York School of Music.
 A: Wow! _____ do you like your classes?
 B: I _____ them a lot.
 2. A: What _____ Tanya do?
 B: She's a teacher. She _____ an art class at a school in Denver.
 A: And what about Ryan? Where _____ he work?
 B: He _____ for a big computer company in San Francisco.
 A: _____ does he do, exactly?
- **B** PAIR WORK What do you know about these jobs? Complete the chart. Then write sentences about each job.

B: He's a website designer. He fantastic





A reporter	A flight attendant	A teacher
works for a newspaper interviews people		
writes stories		

A reporter works for a newspaper, interviews people, and writes stories.

C PAIR WORK Ask your partner questions like these about work and school. Take notes to use in Exercise 6.

What do you do? Where do you live?

websites.

Do you go to school? Do you have a job?

How do you like ...? What's your favorite ...?

GRAMMAR FOCUS

Learning Objective: practice simple present Wh-questions and statements

@ [CD 1, Track 13]

Simple present statements

 Books closed. Write these sentences on the board, allowing space between lines:

l'm a guide.

I work at Thomas Cook Travel.

I take people on tours.

Hove my job.

Books open. Ask: "Who said this?" (Answer: Andrea) Ask Ss to describe her job. Write the new version below the original:

She's a guide.

She works at Thomas Cook Travel.

She takes people on tours.

She loves her lob.

- Point out that the verbs for he, she, and it end in -s.
- Option: Repeat the activity with sentences about Jason.

Write the letter s on a card. Every time Ss forget to use the final -s, hold up the card. Write the word does on a separate card for the same purpose.

 Focus Ss' attention on the third column in the Grammar Focus box. Point out the spelling changes that occur with he/she.

Simple present Wh-questions

- Draw a chart with five columns on the board. Number the columns from 1 to 5.
- Focus Ss' attention on the Conversation on page 9. Ask Ss to find two questions with the word do in part A. Then read the two questions about Jason in part B. Write them in the chart;

1	2	3	4	5
Where	do	you	work.	Andrea?
What	do	you	do	there?
What	does	Jason	do,	exactly?
How	does	he	like	his job?

- Focus Ss* attention on the questions in the chart and in the Grammar Focus box. Elicit the rule for forming Wh-questions in the simple present: Wh-+ do/does + subject + verb
- Ask Ss the questions in the Grammar Focus box. Ss use their own information for the first three questions.
- · Play the audio program. Ss listen and repeat.

A

 Ss complete the task individually. Then they compare answers with a partner.

TIP To build Ss' confidence, have them compare answers in pairs or groups before you check answers as a class.

 Go over answers with the class. Then Ss practice the conversations in pairs.

Answers

- 1. A: What do you do?
 - B: I'm a full-time student. I study the violin.
 - A: And where do you go to school?
 - B: I go to the New York School of Music.
 - A: Wow! How do you like your classes?
 - B: I like them a lot.
- 2. A: What does Tanya do?
 - B: She's a teacher. She teaches an art class at a school in Denver.
 - A: And what about Ryan? Where does he work?
 - B: He works for a big computer company in San Francisco.
 - A: What does he do, exactly?
 - B: He's a website designer. He designs fantastic websites.

B Pair work

- Explain the task. While Ss complete the task in pairs, copy the chart on the board.
- Ask different Ss to write their answers in the chart on the board.

Possible answers

A reporter works for a newspaper interviews people writes stories A flight attendant works for an airline assists passengers serves drinks

A teacher works in a school teaches classes helps students

C Pair work

- Model the task. Ask a S a few of the questions, and take notes on the board.
- Ss complete the task in pairs. Go around the class and check for use of the simple present.

6 WRITING

Learning Objective: write a biography using the simple present

A

- Tell Ss to read the model biography silently. Explain any new vocabulary. Point out that the biography do not have the person's name.
- Ss write their biographies. Go around the class and give help as needed.
- . Option: Ss write the biographies for homework.

Cycle 2, Exercises 7-12

7

CONVERSATION

Learning Objectives: practice a conversation about daily schedules; see time expressions in context

A @ [CD 1, Track 14]

- Point out the title and the picture. Ask: "What is this conversation about?" Elicit ideas.
- Books closed (or text covered). Ask: "What does Allie do?" Play the audio program. Ss listen for the answer. (Answer: She's a chef.)
- · Write these questions on the board:
 - What time does Allie get home at night?
 - 2. Where does she work?
- Play the audio program again. Ss listen for the answers. (Answers: 1. at midnight 2. at the Pink Elephant)
- Books open. Play the audio program again. Ss read the conversation silently. Then they practice in pairs.
- Option: To review the simple present, ask Ss to describe Allie's daily routine from memory.

B Class activity

- Collect the biographies and number them. Then pass them around the class. Ss make a numbered list and write their guesses next to each number.
- · Elicit Ss' guesses about each biography.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

B @ [CD 1, Track 15]

- Read the two focus questions.
- Play the audio program. Elicit answers from the class.

AudioScript

Allie And what about you, Kevin? What's your day like? Kevin Well, right now I'm in school, so I just have a part-time job. But I'm pretty busy. I get up at 6:00 on weekdays. I have class from 7:00 to 9:00, and then I come here to the gym. I work from 11:00 to 2:00. Then I have classes in the afternoon.

Allie So where do you work?

Kevin At the Hungry Student restaurant, near the university. I'm a dishwasher.

Allie Really? Say, do you want to work at the Pink Elephant?

Answers

Kevin gets up around 6:00. He starts work at 11:00.

8

PRONUNCIATION

Learning Objective: notice and use correct syllable stress

A @ [CD 1, Track 16]

- Explain that some syllables have more stress. Read the examples, clapping on the stressed syllable.
- Play the audio program. Ss clap on stressed syllables.

B @ [CD 1, Track 17]

- · Ss complete the chart individually.
- Play the audio program. Ss listen and check their answers. Go over answers with the class.

Answers

- dancer, server, tutor
- salesperson, carpenter, caregiver
- accountant, musician, reporter

6 WRITING A biography

A Use your notes from Exercise 5 to write a biography of your partner. Don't use your partner's name. Use he or she instead.

My partner is a student. She lives near the university. She studies fashion design at the Fashion Institute. Her favorite class is History of Design. She has a part-time job in a clothing store. She loves her job and . . .

B CLASS ACTIVITY Pass your biographies around the class. Guess who each biography is about.



CONVERSATION | start work at five.

A O Listen and practice.

Kevin: So, do you usually come to the gym

in the morning?

Allie: Yeah, I do. I usually come here at 10:00. Kevin: Really? What time do you go to work?

Allie: Oh, I work in the afternoon. I start work at five.

Kevin: Wow, that's late. When do you get home at night?

Allie: I usually get home at midnight.

Kevin: Midnight? That is late. What do you do, exactly?

Allie: I'm a chef. I work at the Pink Elephant. Kevin: That's my favorite restaurant! By the way, I'm Kevin. . . .

B C Listen to the rest of the conversation. What time does Kevin get up? start work?



PRONUNCIATION Syllable stress

A © Listen and practice. Notice which syllable has the main stress.

jumper salesperson

accountant

B • Which stress pattern do these words have? Add them to the columns in part A. Then listen and check.

carpenter caregiver musician reporter server tutor

Time expressions ©

I get up at 6:00
I go to bed around ten
I leave work early
I get home late
I stay up until midnight
I exercise before noon
I wake up after noon

in the morning
in the evening
in the afternoon
at night
on Saturdays.
on Saturdays.

on Sundays.

on weekdays. on weeknights. on weekends. on Fridays.

Expressing clock time

6:00 six

six o'clock

6:00 A.M. = 6:00 in the morning 6:00 P.M. = 6:00 in the evening

A Circle the correct words.

- 1. I get up at / until six at / on weekdays.
- 2. I have lunch at / early 11:30 in / on Mondays.
- 3. I have a little snack in / around 10:00 in / at night.
- 4. In / On Fridays, I leave school early / before.
- I stay up before / until 1:00 A.M. in / on weekends.
- 6. I sleep until / around noon in / on Sundays.
- **B** Rewrite the sentences in part A so that they are true for you. Then compare with a partner.
- C PAIR WORK Take turns asking and answering these questions.
- 1. Which days do you get up early? late?
- 2. What's something you do before 8:00 in the morning?
- 3. What's something you do on Saturday evenings?
- 4. What do you do only on Sundays?





10 LISTENING Daily schedules

A Solution Listen to Greg, Megan, and Lori talk about their daily schedules. Complete the chart.

	Job	Gets up at	Gets home at	Goes to bed at
Greg	mechanic	srono		Miles water a "Miles"
Megan Lori	***************************************	7:00 a.m.		
com			(**************************************	

B CLASS ACTIVITY Who do you think has the best daily schedule? Why?

INTERCHANGE 2 Common ground

Find out about your classmates' schedules. Go to Interchange 2 on page 115.

GRAMMAR FOCUS

Learning Objective: practice time expressions such as prepositions of time and adverbs of time

[CD 1, Track 18]

Prepositions of time: at/in/on + time

 Draw these prepositions and three large circles on the board:







- Focus Ss^{*} attention on the Grammar Focus box, Ask: "What words follow at, in, and on?" Different Ss write the words inside the circles on the board.
- Elicit or explain the rules: at + times of day; night in + parts of day (except night) on + days of the week
- For more practice with prepositions of time, play Run For It! – download it from the website.

Adverbs of time

 Elicit or explain the meanings of early, late, around, until, before, and after. Then play the audio program.

- Ss complete the task individually or in pairs.
- · Go around the class and give help as needed. Go over answers with the class.

Answers

- I get up at six on weekdays.
- I have lunch at 11:30 on Mondays.
- I have a little snack around 10:00 at night.
- On Fridays, I leave school early.
- 1 stay up until 1:00 on weekends.
- I sleep until noon on Sundays.

- · Model the task. Rewrite one or two sentences on the board so that they are true for you.
- Ss work individually. Then they go over their answers in pairs.

C Pair work

 Model the task. First, Ss ask you the questions. Then Ss complete the task in pairs.

LISTENING

Learning Objective: develop skills in listening for specific information

A @ [CD 1, Track 19]

- · Set the scene. Then play the audio program, stopping after each person talks about his or her schedule. Ss complete the chart individually.
- Play the audio program again.
- Go over answers with the class.

AudioScript

Megan What do you do, Greg? Greg I'm a mechanic.

Megan Oh, yeah? So, what are your work hours like? Greg They're OK. I work in the mornings and afternoons. I get up around 6:00 A.M., and I work from 7:00 A.M. until 3:00 F.M. I get home pretty early, about 4:00 F.M. I go to bed at 10:00. And what do you do, Megan? Megan Well, I'm a receptionist, It's a regular nine-to-five office job, so I get up at 7:00 A.M. and get home around

6:00 P.M. That's OK, though, because I like to go out.

at night. I go to bed around midnight on weekdays. Greg What about you, Lori?

Lori Well, my hours are a bit different - I'm a nurse. I start work at 11:00 at night. I work until 7:00 A.M.

Megan Wow! So what time do you get up?

Lori | get home at 8:00 and go to bed at about 8:30. And I sleep until 4:00 p.m.

Greg. And what do you do in the evenings? Lori Oh, you know. I have dinner, watch TV, see friends. It's a great schedule for me.

Answers

	Job		Gets home	Goes to bed at
Greg	mechanic		4 P.M.	10 p.m.
100	receptionist	7 A.M.	6 P.M.	midnight
Lori	nurse	4 P.M.	8 A.M.	8:30 A.M.

B Class activity

Elicit Ss' responses. Then take a class vote.



See page T-115 for teaching notes.

12 READING

Learning Objectives: read and discuss an article about jobs; develop skills in reading for specific information

TIP To help Ss focus on the task, tell them not to worry about words they don't understand. Encourage them to keep reading when they see new words.

- Set the scene. A high school student, college student, and new parent need jobs. Ask: "Why do they need jobs?" Elicit ideas and write them on the board.
- Focus Ss' attention on the pictures. Tell Ss to cover the profiles. Ask: "Who's in high school? in college? a new parent?" Encourage Ss to guess.
- Set a time limit of one minute. Ss scan the three profiles quickly to check their guesses. (Answers: Julia is in college. Denise is a new parent. Eddie is in high school.)

A

- Explain the task. Tell Ss to guess the meanings of any new words.
- Ss read the article and complete the task. Go over answers with the class.

Answers

- 1. To save money: Denise
- 2. To pay for college: Julia
- 3. To go out on the weekend: Eddie
- 4. To buy a house: Denise
- · Elicit or explain any new vocabulary.

Vocabulary

experience: the work a person did in the past

save: to keep for later take care of: care for

type: to write on a computer

allowance: money parents give children to spend

earn: to receive money for work

B Pair work

- Ask Ss to read the article again. Tell them to take notes about each person's schedules and experience.
- For a new way to teach this Reading, try Jigsaw
- Learning download it from the website.
- Go over the ads with Ss. Then explain the task. Ask: "What is Julia's schedule like? What experience does she have? What jobs are good for her? Why?" Elicit ideas from the class.
- Ss choose jobs for Julia, Denise, and Eddie in pairs.
 Make sure Ss explain why.

Possible answers

Julia has a difficult schedule. She needs a flexible job or an evening job. English tutor and receptionist are good jobs for her.

Denise needs to work at home because she has a baby. She can type and has a computer. Online salesperson is the best job for her.

Eddie can work afternoons, evenings, and weekends. Chef and server are good jobs for him.

For more practice with daily routines, play True or False? – download it from the website. Have Ss prepare sentences about what they do every day.

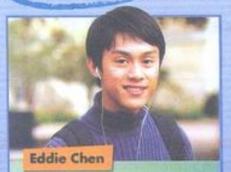
End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

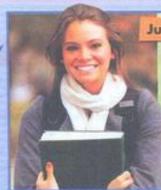
Why do you need a job?

Scan the profiles. Who is in high school? Who is in college? Who is a new parent?

These people need jobs. Read about their schedules, experience, and why they need a job.



I'm 16 now, and my parents don't give me an allowance anymore. I want to earn some money because I like to go out with my friends on the weekend. I go to school at 8:00 and get home around 4:30. My parents own a restaurant, so I know a little about restaurant work.



Julia Brown

I study French and want to be a teacher someday. I have classes all day on Monday, Tuesday, and Thursday, and on Wednesday and Friday afternoons. I usually study on weekends. I need a job because college is really expensive! I don't have any experience, but I'm a fast learner.



Denise Parker

My husband is an accountant and makes good money, but we don't save very much. We live in a small apartment, and we have a new baby. We want to save money to buy a house. I take care of the baby, so I need a job I can do at home. I can type well, and I have a new computer.

A Read the article. Why do these people need jobs? Check (✓) the correct boxes.

of the latest designation in the	Julia	Denise	Eddie
1. To save money			
2. To pay for college			
3. To go out on the weekend			
4. To buy a house			

B PAIR WORK Choose the best job for each person. Explain why.

Chef

French and Italian cooking Weekends only

Server

Evenings only Experience a plus

English Tutor

Flexible work hours \$10 an hour

Receptionist

Mornings and afternoons No experience necessary

Caregiver

Work with children Earn great money

Online Salesperson

Work at home Earn up to \$20 an hour

Units 1–2 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I con	Very well	OK	A littl
Make an introduction and use basic greeting expressions (Ex. 1)			
Show I didn't understand and ask for repetition (Ex. 1)		M	0
Ask and answer questions about myself and other people (Ex. 2)		(0)	ĕ
Ask and answer questions about work (Ex. 3, 4)		(1)	- 6
Ask and answer questions about habits and routines (Ex. 5)		m	-

ROLE PLAY Introductions

A PAIR WORK You are talking to someone at school. Have a conversation.

A: Hi. How are you?

B: ...

A: By the way, my name is . . .

B: I'm sorry. What's your name again?

A: ...

B: I'm Are you a student here?

A: ... And how about you?

B: ...

A: Oh, really? And where are you from?

B GROUP WORK Join another pair. Introduce your partner.



2 SPEAKING Interview

Write questions for these answers. Then use the questions to interview a classmate.

1.	What's	?	My name is Keiko Kawakami.
2.		?	I'm from Osaka, Japan.
3.		?	Yes, my classes are very interesting.
4.		?	My favorite class is English.
5.		?	No, my teacher isn't American.
6.		?	My classmates are very nice.
7.	211111111111111111111111111111111111111	?	My best friend is Maria.

Units 1-2 Progress check

SELF-ASSESSMENT

Learning Objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 1 and 2?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (√) a little.
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 - 1. Ask Ss to complete all the exercises.
 - Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 - Ask Ss to choose and complete exercises based on their Self-assessment.



ROLE PLAY

Learning Objectives: assess one's ability to make an introduction and use basic greeting and leave-taking expressions; assess one's ability to ask for repetition for clarification

A Pair work

- Read the instructions aloud and focus Ss' attention on the picture. Explain that Ss should pretend they don't know their partners in this role play.
- Model the role play with a S. Explain how to use the conversation cues.
- Ss role-play the conversation in pairs. Encourage Ss to use appropriate body language and gestures, add

follow-up questions, and ask for clarification where appropriate.

 Option: Ss introduce themselves without referring to the example conversation.

B Group work

 Each pair joins another pair. Ss introduce their partners to the other pair and ask follow-up questions.

If you don't have enough class time for the speaking activities, assign each S a speaking partner. Then have Ss complete the activities with their partners for homework.



SPEAKING

Learning Objective: assess one's ability to ask and answer questions about myself and other people

- Explain the task and model the first question.
 Ss should consider if the questions are Wh- or yes/no questions.
- Ss work individually to write the seven questions.
 Point out that there may be more than one correct question for each answer.
- Go over Ss' questions with the class.

Possible answers

- 1. What's your name?
- 2. Where are you from?
- 3. Are your classes interesting?
- 4. What's your favorite class?
- 5. Is your teacher American?
- 6. What are your classmates like?
- 7. Who is your best friend?
- Ss work in pairs. They take turns using the questions to interview each other. Encourage Ss to add follow-up questions.
- Option: Each S uses the questions to interview another S.

SPEAKING

Learning Objective: assess one's ability to ask and answer questions about work

A

- Explain the task. Then elicit things a receptionist does and write them on the board.
- Ss complete the task individually or in pairs.

B Group work

- Ss compare their lists in small groups. Encourage Ss to ask Wh-questions about the jobs (e.g., What does a receptionist do? Where does a receptionist work?).
- Go around the class and check Ss' use of the simple present.

4

LISTENING

Learning Objectives: assess one's ability to understand descriptions of work and school; assess one's ability to ask and answer questions about work

A @ [CD 1, Track 20]

- Set the scene. James and Lindsey are talking about work and school at a party.
- Play the audio program once or twice. Ss listen and complete the chart.

AudioScript

James [doorbell rings] Hey, Nick. How are you?
Nick I'm great, James. Welcome to my house. Oh,
James, this is my friend Lindsey.
James Hi, Lindsey. It's nice to meet you.
Lindsey Nice to meet you, too, James.
Nick [doorbell rings again] Excuse me.
Lindsey So how do you know Nick?
James Oh, we work in the same office.
Lindsey Really? What do you do?
James I'm a website designer.
Lindsey That's exciting! Where do you work?
James At Central Computers.
Lindsey Central Computers, huh? How do you like your job?

James It's OK. I work late a lot. I usually finish at 10:30 and get home at 11:00. Lindsey That is late!

James Yeah. After work, I usually go to bed right away. What about you? What do you do?

Lindsey Oh, I'm a student. I study dance.

James Wow! Now that's exciting! Where do you study? Lindsey At New York Dance.

James How do you like your classes?

Lindsey I love them. I dance all day long. It's wonderful,

James What do you do after school?

Lindsey I have a part-time job. I work in an office.

James Where is the office?

Lindsey Actually, I work in your office! At Central Computers.

James You do? Well, stop by and say hello sometime. Lindsey OK.

Answers

James website designer Central Computers OK goes to bed Lindsey dance student New York Dance loves them works in an office

B Pair work

 Explain the task. Ss take turns asking and answering the questions in part A.

5

SURVEY

Learning Objective: assess one's ability to ask and answer questions about habits and routines

A

 Elicit or explain the meaning of a perfect day. Model the task by having a S ask you the questions. Ss complete the task individually.

B Pair work

Ss take turns describing their perfect day in pairs.
 Encourage Ss to ask follow-up questions.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"
- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

T-15 Units 1–2 Progress check

SPEAKING What a job!

A What do you know about these jobs? List three things each person does.









takes messages

B GROUP WORK Compare your lists. Take turns asking about the jobs.

4 LISTENING Work and school

A C Listen to James and Lindsey talk at a party. Complete the chart.

	James	Lindsey
What do you do?		
Where do you work/study?		
How do you like your job/classes?		
What do you do after work/school?		

B PAIR WORK Practice the questions in part A. Answer with your own information.

5 SURVEY My perfect day

A Imagine your perfect day. Complete the chart with your own answers.

What time do you get up?
What do you do after you get up?
Where do you go?
What do you do in the evening?
When do you go to bed?



B PAIR WORK Talk about your perfect day. Answer any questions.

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Unit 3 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot	HARLES BOX	SSD Unit 3 Vocabulary 1
	2 Conversation		SSD Unit 3 Speaking 1
LE 1	3 Grammar Focus	TSS Unit 3 Extra Worksheet	SB Unit 3 Grammar Plus focus 1 ARC Demonstratives; one, ones
CYCLE	4 Pronunciation	and any most plants stone was	
	5 Role Play		
	6 Listening		
	7 Interchange 3	TSS Unit 3 Listening Worksheet	WB Unit 3 exercises 1–5
	8 Word Power	TSS Unit 3 Vocabulary Worksheet	SSD Unit 3 Vocabulary 2 ARC Colors and materials
	9 Conversation		SSD Unit 3 Speaking 2
CYCLE 2	10 Grammar Focus	TSS Unit 3 Grammar Worksheet	SB Unit 3 Grammar Plus focus 2 SSD Unit 3 Grammar 1–2 ARC Demonstratives and preferences ARC Preferences; comparisons with adjectives
M	11 Writing	TSS Unit 3 Writing Worksheet	
	12 Reading	TSS Unit 3 Project Worksheet VID Unit 3 VRB Unit 3	SSD Unit 3 Reading 1-2 SSD Unit 3 Listening 1-2 SSD Unit 3 Video 1-3 WB Unit 3 exercises 6-10

VID: Video DVD

ARC: Arcade SB: Student's Book

VRB: Video Resource Book

SSD: Self-study DVD-ROM

WB: Workbook

TSS: Teacher Support Site

My Plan for Unit 3

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
	A 1882 A	
Tagano 1	Samuel Samuel	
- Allen		
politica de la constitución de l	E ISTAT	- Carried Stolers to It
della Maria	TANK I	
and the state of t		
	Tomboth extension paint to	ing of most system small step against an in the
	The state of the s	AUSCONI MOITHEADNIAGO
		Salaw ethill (East Shallware)
	Tendosen	

With or instead of the following SB section	I am using these materials for assessment		

How much is it?

SNAPSHOT



Sources: Based on information from Think Quest; Hewlett-Packard, The Meaning of Calor

Which words have a positive meaning? Which have a negative meaning? What meanings do these colors have for you? What does your favorite color make you think of?

2 CONVERSATION It's really pretty.

A C Listen and practice.

Salesclerk: Can I help you?

Customer: Yes, thank you. How much are these gloves?

Salesclerk: The gray ones? They're \$18.

Customer: Oh, that's not bad. Do they come in black?

Salesclerk: No, sorry, just gray.

Customer: OK. Um, how much is that scarf? Salesclerk: Which one? The blue and orange one?

Customer: No, the yellow one. Salesclerk: Let's see . . . it's \$24.95. Customer: It's really pretty. I'll take it.



How much is it?

Cycle 1, Exercises 1-7



SNAPSHOT

Learning Objective: read about and discuss the meaning of colors

- Books closed. Ask several Ss: "What is your favorite color?" Write the colors on the board. Help with vocabulary for colors as needed.
- Ask several Ss to choose between pairs of adjectives for colors. For example, ask: "Is red exciting or sad?" "Is white dirty or pure?"
- Books open. Explain that colors have different meanings in different countries. Discuss the meanings in the Snapshot. Elicit or explain any new vocabulary.

Vocabulary

truthful: honest

jealous: unhappy because you want someone's things mysterious: strange and difficult to understand friendly: nice to other people; sociable pure: very clean In Unit 3, students discuss money, especially with regard to shopping. In Cycle 1, they talk about prices using demonstratives and the pronouns one/ones. In Cycle 2, they talk about preferences using comparisons with adjectives.

 Focus Ss' attention on the first two questions. Draw this chart on the board:

Positive meanings

exciting? of mysterious?

Negative meanings

pure 9ad
 Ask different Ss to add adjectives from the Snapshot to the chart. Does everyone agree on the placement of

- Ss discuss the last two questions in pairs. Allow about five minutes. Then discuss the questions as a class.
- Option: Select three colors. In pairs or groups, Ss make lists of all the things in the room with those colors.

2

CONVERSATION

Learning Objective: practice a conversation about shopping; see demonstratives and one/ones in context

A @ [CD 1, Track 21]

- To set the scene, focus Ss' attention on the picture. Ask: "Where are they? What are they doing?"
- Write this focus question on the board: What color scarf does she buy?
- Books closed (or text covered). Play the audio program. Ss listen for the answer. (Answer: yellow)
- Option: Write these focus questions on the board:
 - 1. How much are the gray gloves?
 - 2. Why does she buy the scarf?
- Then play the audio again. Ss check answers. (Answers: 1, \$18 2. It's really pretty.)
- Books open (or uncover the text). Play the audio program again. Ss listen and read along silently.
- Elicit or explain any new vocabulary.

That's not bad.: They aren't too expensive, Hmm: a sound people make when they're thinking Let's see.: Allow me to look (at the price). I'll take it.: I'll buy it.

- Ss practice the conversation in pairs.
- For a new way to practice this Conversation, try the
- Onion Ring technique download it from the website.

B @ [CD 1, Track 22]

 Read the two focus questions aloud. Then play the audio program. Elicit answers from the class.

AudioScript

Salesclerk We have some nice hats over here.

Customer Oh, yeah? I need a new hat.

Salesclerk They're on sale today only.

Customer Oh, they are nice. This red one is pretty. How

much is it?

Salesclerk It's \$26.50.

Customer Hmm...I don't think so. Thanks anyway.

Answers

She looks at a hat. She doesn't buy it.

GRAMMAR FOCUS

Learning Objective: practice demonstratives and one/ones

[CD 1, Track 23]

Demonstratives

- Books closed. Point to Ss' things and make statements with this and these (e.g., "This is Peter's pen. This is Jane's necklace. These are Dan's glasses.").
- . Hold some things close to show how we use this or these for nearby things. Explain that this refers to a singular thing, while these refers to plurals.
- . Option: Ss place their things in a bag. Each S takes out something and says whose it is (e.g., "This is Mary's pen.").
- Place some thing far away to show how we use that and those. Ss point to things and make statements (e.g., "That is Bill's book. Those are Mike's keys."). Explain that that refers to a singular thing, while those refers to plural things.
- To check Ss' understanding of demonstratives and review colors, ask about things in the room (e.g., "What color is this pen? What color are those books?").

One/Ones

- Focus Ss' attention on the Conversation on page 16. Ask Ss to find examples of one and ones.
- " For each example, ask: "What noun does one replace?" (Answers: the blue and orange scarf or the yellow scarf) Elicit the rule: One replaces a singular noun, and ones replaces a plural noun.
- Play the first part of the audio program.

TIP To raise awareness of both the meaning and form of a new structure, always link the Grammar Focus to the Conversation.

Saying prices

- Play the rest of the audio program. Ss repeat the prices. Present additional examples as needed.
- For practice in listening for prices, play Bingo using prices instead of words - download it from the website.

A

- Model the first line of the first conversation.
- Ss complete the task individually. Go over answers with the class.

Answers

- 1. A: Excuse me. How much are those jeans?
 - B: Which ones? Do you mean these?
 - A: No, the light blue ones.
 - B: Oh, those are \$59.95.
 - A: Wow! That's expensive.
- 2. A: How much is that backpack?
 - B: Which one?
 - A: The red one.
 - B: It's \$36.99. But this green one is only \$22.25.
 - A: That's not bad. Can I see it, please?
- Ss practice the conversations in pairs.
- · Option: Bring in two different pairs of sunglasses, pens, necklaces, or hats. Then Ss practice the conversations again using these things.

B Pair work

- Explain the task. Ss work in pairs to choose prices for the sunglasses, phones, and scarves.
- Model the example conversation with a S. Then Ss take turns asking and answering questions about the items. Go around the class to check for the use of demonstratives and one or ones.
- . Option: If you live in an English-speaking environment, have Ss go to a store to ask the prices of three things in English.
- Option: Bring in clothing catalogs. Ss use them to practice the conversations.
- For a new way to practice this Conversation, try the Substitution Dialog - download it from the website.







79¢ = seventy-nine cents \$18 = eighteen dollars

\$24.95 = twenty-four ninety-five

How much is

How much are

this scarf? this one?

that scarf? that one? those gloves? Which one? The yellow one.

It's \$24.95.

these gloves? these?

Which ones? those?

The gray ones.

They're \$18.

Complete these conversations. Then practice with a partner.





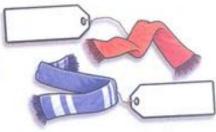
- A: Excuse me. How much are those jeans?
- B: Which ? Do you mean ?
- A: No, the light blue
- B: Oh, _____ are \$59.95.
- A: Wow! That's expensive!

- A: How much is backpack?
- B: Which
- A: The red
- B: It's \$36.99. But green _____ is only \$22.25.
- A: That's not bad. Can I see it, please?

PAIR WORK Add prices to the items. Then ask and answer questions.







- A: How much are these sunglasses?
- B: Which ones?
- A: The pink ones.
- B: They're \$86.99.
- A: That's expensive!

useful expressions

That's cheap.

That's reasonable.

That's OK/not bad.

That's expensive.

4 PRONUNCIATION Sentence stress

A Co Listen and practice. Notice that the important words in a sentence have more stress.

Excuse me.

That's expensive.

o O o

Do you mean these?

B PAIR WORK Practice the conversations in Exercise 3, part B again. Pay attention to the sentence stress.

5 ROLE PLAY Can I help you?

A PAIR WORK Put items "for sale" on your desk, such as notebooks, watches, phones, or bags.

Student A: You are a salesclerk. Answer the customer's questions.

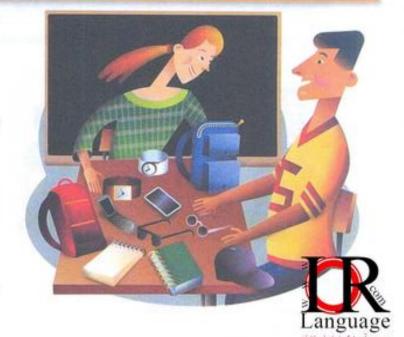
Student B: You are a customer. Ask the price of each item. Say if you want to buy it.

A: Can I help you?

B: Yes. I like these sunglasses. How much are they?

A: Which ones?

B Change roles and try the role play again.



6 LISTENING Look at this!

A Co Listen to two friends shopping. Write the color and price for each item.

Item	Color	Price	Do they	buy it?
			Yes	No
1. phone	***************************************	***************************************		
2. watch				
3. sunglasses	***************************************			0
4. T-shirt	***************************************		(5)	

INTERCHANGE 3 Flea market

See what kinds of deals you can make as a buyer and a seller. Go to Interchange 3 on pages 116–117.

PRONUNCIATION

Learning Objectives: notice sentence stress; learn to sound natural using sentence stress

A (CD 1, Track 24)

- Remind Ss that in each word, one syllable has more stress. Explain that important words in a sentence also have more stress.
- · Read the examples, clapping on the stressed words.
- Play the audio program. Ss clap on each stressed word.
- Play the audio program again. Pause for Ss to repeat the sentences, stressing important words.

B Pair work

 Ss practice the conversations in part A of Exercise 3 again. Correct Ss' use of sentence stress as needed.

5 ROLE PLAY

Learning Objective: role-play a conversation between a salesclerk and a customer

A Pair work

- Place several items of different colors on your desk.
 Use things such as notebooks, phones or bags.
- . Model the task with a S.
- Ss work in pairs. Tell Ss to ask about the price of more than one item.

B

· Ss change roles and try the role play again.

11STENING

Learning Objective: develop skills in listening for details

A @ [CD 1, Track 25]

- Set the scene. Two people are shopping. They want to know the prices of four things.
- Play the audio program. Ss listen and complete the Color and Price columns in their books.

AudioScript

- 1.
- A Look at this! It's so cool and it's purple!
- B It's nice. But you have a cell phone. How much is it?
- A Let's see . . . Wow, it's expensive! It's \$399. I guess I don't really need it. Let's go.
- 2.
- B Here's a great watch for you!
- A Which one? That white one?
- B No, this one. This black one.
- A Oh, that's nice. Is it expensive?
- B Not really. It's only \$9.95.
- A That's reasonable. I think I'll get it.
- 3.
- B What do you think of these sunglasses?
- A They're . . . interesting. How much are they?
- B They're only \$11.50. That's cheap.
- A Try them on. They look great. Green is a good color on you.
- B OK, I'll get them.

4.

- A I love these T-shirts! Do you like them?
- B Yeah, I do. Why don't you get one?
- A Hmm, they're pretty expensive. I only have \$20.
- B Hey! These T-shirts aren't bad. They're only \$12.
- A Oh, those are nice, too.
- B So, what color? How about this red and yellow one? Do you like it?
- A Not really. Hey, all these shirts are red and yellow. I think that's why they're on sale.
- B So do you want one?
- A No, let's go. I'm hungry. It's time for lunch.

Answers

Item	Color	Price	Do they buy it?
1. phone	purple	\$399	No
2. watch	black	\$9.95	Yes
sunglasses	green	\$11.50	Yes
4. T-shirt	red & yellow	\$12	No

B @ [CD 1, Track 26]

- Play the audio program again. Ss listen to find out if the people buy the things.
- · Go over answers with the class.

7

INTERCHANGE 3

See pages T-116 and T-117 for teaching notes.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

How much is it? . T-18

8

WORD POWER

Learning Objective: learn vocabulary for clothes and materials

A

- If possible, bring in one thing made of each material: cotton, rubber, gold, silk, leather, silver, plastic, and wool. Write the names of the materials on cards. Put the items on your desk with the cards next to them.
- Say the word for each material. Ss repeat the word.
- Explain the task. Ss work individually to complete the exercise. Go around the class and give help. Make sure that Ss do not add -s to the adjectives (e.g., NOT wools socks, rubbers boots).
- Go over answers with the class.

Answers

- 1. a silk tie
- 2. a plastic bracelet
- 3. a gold ring
- 4. a cotton shirt
- 5. a leather jacket
- 6. silver earrings
- 7. rubber boots
- 8. wool socks

Pair work

Write the names of the eight things in part A across the top of the board. Ask the question in the book.

- Ask different Ss to write possible materials below each thing on the board. For example, under socks they can write wool, cotton, or silk.
- Option: Use the materials word cards. Ask Ss to place the cards next to other items in the classroom made of these materials.

Ss usually forget about 80 percent of new words after 24 hours. To help them remember more, recycle or review new vocabulary the next class.

C Class activity

- · Model the sentence for the class.
- Ss make as many statements as possible. Point out that they can use other patterns (e.g., "I'm wearing . . .").
- Option: Ss write four sentences about what they have or what they're wearing on a piece of paper. Collect the papers and read the sentences aloud. Then Ss guess who wrote the sentences.
- For more practice with vocabulary for materials, play Change Chairs download it from the website. Give the first command: "Change chairs if you have a leather jacket."

9

CONVERSATION

Learning Objectives: practice a conversation about preferences; see comparisons with adjectives in context

A @ [CD 1, Track 27]

- · Elicit ideas and vocabulary based on the picture.
- Set the scene. Brett and Lisa are shopping. Ask Ss to listen for answers to these focus questions:
 - 1. What are they shopping for?
 - 2. Which color sweater does Brett prefer?
 - 3. Does Brett buy a wool sweater?
- Books closed. Play the audio program. Then check answers to the focus questions. (Answers: 1, wool sweaters 2, blue 3, no)
- Books open. Play the audio program again. Ss listen and read along silently. Elicit or explain any new vocabulary.
- · Ss practice the conversation in pairs.

For a new way to teach this Conversation, try Say It with Feeling! – download it from the website.

B @ [CD 1, Track 28]

 Read the two focus questions aloud. Then play the audio program. Elicit answers from the class.

AudioScript

Brett Wow! That sweater is really expensive. I don't want to spend that much money.

Lisa Oh, look. There are some things on sale over there. Brett Oh, you're right. These shirts are really nice. And they're cheap, too. I like this one. Is it cotton?

Lisa Let's see . . . Yes, it is. It looks nice on you. The colors are really cool.

Brett Great! I'll take it.

Answers

Brett buys a cotton shirt. Lisa likes it.

WORD POWER Materials

What are these things made of? Label each one. Use the words from the list.

cotton gold rubber

silk

leather. silver

plastic wool



1. a silk tie



2. a bracelet



3. a _____ ring





5. a _____ jacket 6.



earrings 7. boots 8. socks





B PAIR WORK What other materials are the things in part A sometimes made of? Make a list.

C CLASS ACTIVITY Which materials can you find in your classroom? "Pedro has a cotton shirt, and Ellen has leather shoes."

CONVERSATION I prefer the blue one.

A Solution in the practice.

Brett: These wool sweaters are really nice. Which one do you like better?

Lisa: Let's see ... I like the green one more.

Brett: The green one? Why?

Lisa: It looks warmer.

Brett: That's true, but I think I prefer the blue one. It's more stylish than the green one.

Lisa: Hmm. There's no price tag.

Brett: Excuse me. How much is this sweater?

Clerk: It's \$139. Would you like to try it on?

Brett: Uh, no. That's OK. But thanks anyway.

Clerk: You're welcome.

Listen to the rest of the conversation. What does Brett buy? What does Lisa think of it?



Preferences; comparisons with adjectives ©

Which sweater do you **prefer**?

I **prefer** the blue one.

Which one do you like more?
I like the blue one more.

Which one do you like better?

I like the blue one better.

It's nicer than the green one.

It's prettier than the green one.

It's more stylish than the green one.

Spelling

cheap -> cheaper

nice --> nicer

pretty → prettier

big -- bigger

A Complete these conversations. Then practice with a partner.



- A: Which of these jackets do you like more?

the wool one.



- A: These T-shirts are nice. Which one do you prefer?
 - B: I like the green and white one better. The colors are (pretty). It's (attractive) the gray and black one.



- 3. A: Which earrings do you like better?
 - B: I like the silver ones more.
 They're
 (big) the gold ones. And
 they're
 (cheap).

- **B PAIR WORK** Compare the things in part A. Give your own opinions.
- A: Which jacket do you like more?
- B: I like the wool one better. The color is prettier.

useful expressions

The color is prettier.
The design is nicer.
The style is more attractive.
The material is better.

WRITING Comparing prices

How much do these things cost in your country? Complete the chart. Then compare the prices in your country with the prices in the U.S.

THE RESERVE AND ADDRESS.	Price in my country	Price in the U.S.
a cup of coffee		\$1.40
a movie ticket		\$12.50
a paperback novel		\$8.95
a video game		\$50.00

Many things are more expensive in my country than in the United States. For example, a cup of coffee costs about \$2.00 at home. In the U.S., it's cheaper. It's only \$1.40. A movie ticket costs...

10 GRAMMAR FOCUS

Learning Objective: practice preferences and comparisons with adjectives

@ [CD 1, Track 29]

Preferences

- Bring some items to class that are similar (e.g., two rings, two ties, two pens, two T-shirts).
- Focus Ss' attention on the Conversation on page 19. Ask; "Which sweaters do Brett and Lisa prefer? Why?" Write the answers on the board and underline the words likes and better:

Lisa <u>likes</u> the green one <u>better</u>. It looks warmer. Brett <u>likes</u> the blue one <u>better</u>. It's more stylish than the green one.

- · Point out that like better means prefer.
- Hold up two similar items (e.g., two ties). Ask two or three Ss: "Which one do you prefer?" Elicit the response: "I prefer . . ." or "I like . . . better." Repeat with other pairs of items.
- Option: Use two pairs of similar items to review ones.

Comparisons with adjectives

 Underline warmer and more stylish in the sentences on the board. Then draw two columns on the board, like this:

1 2

warmer more expensive nicer more stylish prettier more beautiful

TIP To help Ss see the differences in grammar forms, use different colors on the board.

- Point out that column 1 has two one-syllable adjectives (warm, nice) and one two-syllable adjective that ends in -y (pretty). The comparative forms of these adjectives end in -er.
- Point out that column 2 has adjectives of two or more syllables (e.g., expensive). The comparative forms of these start with more.

- Elicit more comparative adjectives for both columns.
 Ask different Ss to write them on the board.
- Point out the spelling rules in the Grammar Focus box. A final -y changes to -i when we add -er (prettier), and a single vowel + consonant doubles the consonant (bigger).
- Present the irregular forms: good better and bad worse. Then play the audio program.
- Hold up two items again. Ask: "Which . . . do you prefer? Why do you prefer it/them?" Elicit answers.
- Option: Ask Ss to look back over previous units to find more adjectives. (See pages 7 and 16.) Elicit the comparative forms and ask different Ss to write them in column 1 or 2.

A

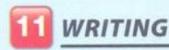
- Explain the task. Remind Ss to look at the pictures when answering.
- Ss complete the task individually. Then go over answers with the class.

Answers

- 1. A: Which of these jackets do you like more?
 - B: 1 prefer the leather one. The design is nicer, and it looks more expensive than the wool one.
- 2. A: These T-shirts are nice. Which one do you prefer?
 - B: I like the green and white one better. The colors are prettier. It's more attractive than the gray and black one.
- 3. A: Which earrings do you like better?
 - B: I like the silver ones more. They're bigger than the gold ones. And they're cheaper.
- Ss practice the conversations in pairs.

B Pair work

- Focus Ss' attention on the pictures in part A. Model the conversation with a S. Go over the useful expressions.
- Ss work in pairs. They talk about the items, giving their opinions.
- For more practice making comparative forms, play Tic-Tac-Toe – download it from the website.



Learning Objective: write a paragraph comparing prices

- Have Ss read the directions, chart, and sample paragraph. Allow three minutes.
- Ask: "What does the chart show? What are you going to add to the chart?" (Answers: prices in the U.S., prices in my country)
- Ss work individually. First they complete the chart.
 Then they write a paragraph comparing prices.
- · Ss read each other's paragraphs and make suggestions.
- Option: Ss write a paragraph in class and then revise it for homework.

12 READING

Learning Objective: read and discuss an article about online shopping; develop skills in scanning and differentiating fact and opinion

TIP To help Ss understand what reading strategy to use, focus their attention on the purpose of the task. For example: "Today we're going to practice scanning a text to find specific information."

- Set the scene. Ask: "How often do you go shopping? Do you like shopping? Do you ever buy things on the Internet?"
- Explain that this article is about famous websites where people shop online.
- Option: If Ss have access to the Internet, tell them to look at the websites Facebook, Twitter, Shopzilla, and Google before they read. If Ss have smartphones, have them look at any shopping applications they may have
- Point out the pre-reading questions. Ss guess the answers. Then they scan the text quickly to check their guesses.

Answers

Facebook, Twitter, Shopzilla, Google

Elicit or explain any new vocabulary.

Vocabulary

online: using the Internet

social networking: connecting with people through websites

smartphone: a cell phone with computer features bargain: something you get for a good price

A

- Explain the task. Ss read the article. Remind Ss not to worry about words they don't know. Ss then answer the questions individually.
- Option: Ss work in pairs. One S answers questions a and b, while the other S answers questions c and d. Then they share their answers.
- Ss compare answers in pairs or small groups.

Answers

- 4 a. Shopzilla and Google compare prices, give reviews, and find stores near you with the best bargains.
- 2 b. Twitter users are called Twitterers.
- 3 c. You can type in the item number and check prices.
- 1 d. Two social networking sites are Facebook and Twitter.

B

- Explain the task. Model the first example. First, find the information in the article. (Answer: paragraph 2)
 Then find the names of the websites. (Answer: Facebook, Twitter)
- Ss work individually. Go around the class and give help as needed.
- Ss compare answers in pairs. Then go over answers with the class.

Answers

	Face- book	Twitter	Smart- phone	Shop- zilla	Google
 get opinions from friends 	×	×	*		
find product reviews		х	×	×	×
compare prices			х	×	×
4. find stores with items you want		x	×	×	. ×
5. buy items directly					×

Pair work

- Read the two questions. Then Ss discuss the questions in pairs.
- Discuss the questions as a class.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

000 4 + **Tools for Better Shopping** Scan the article. Find the names of popular websites. Do you use any of them for shopping?

Do you like to shop online? Like millions of people, you want to find the best things for the best price. There are so many choices that it can

be difficult to find the things you need and want. Here's where technology comes in! Popular websites like Facebook and Twitter aren't just for

social networking anymore.

The websites Facebook and Twitter are popular because people can connect to friends and get their most recent news. But people also use these sites as powerful shopping tools. Members can ask about an item and then get opinions from people they trust

nearby that

Another helpful shopping tool is the smartphone. Smartphone users can go into a store, find an item they like, and then type the item number

into their smartphone. They can compare prices, read reviews, and make better decisions about their purchase. Many people find a better price online or at another store. People often want to see and touch an item before they buy. They can do just that - and pay a lower price, too.



But you don't have to be a Facebook or Twitter member or have a smartphone to find a bargain. Websites like Shopzilla compare prices, give reviews, and find stores near you with the best bargains. Google does all these things but also lets you buy Items directly through its site. Be a smart shopper. The information you need is at your fingertips!

Read the article. Answer these questions. Then write the number of the paragraph where you find each answer.

- a. How are Shopzilla and Google similar?
 - b. What are Twitter users called?
- c. How do smartphones help find bargains?
- d. What are two social networking sites?
- According to the article, which shopping tools do these things? Check (✓) the correct boxes.

	Facebook	Twitter	Smartphone	Shopzilla	Google
get opinions from friends find product reviews compare prices find stores with items you want buy items directly	00000	00000	000000	00000	00000

PAIR WORK Do you shop mostly in stores or online? How do you find good prices?

Unit 4 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
F	1 Snapshot		
CYCLE 1	2 Word Power	TSS Unit 4 Extra Worksheet	SSD Unit 4 Vocabulary 1–2 ARC Entertainment
	3 Conversation		SSD Unit 4 Speaking 1
	4 Grammar Focus		58 Unit 4 Grammar Plus focus 1 SSD Unit 4 Grammar 1
U	5 Pronunciation		ARC Simple present questions; short answers
	6 Speaking	TSS Unit 4 Vocabulary Worksheet TSS Unit 4 Writing Worksheet	
	7 Listening	I TANK THE PARTY	WB Unit 4 exercises 1–6
	8 Conversation	TSS Unit 4 Listening Worksheet	SSD Unit 4 Speaking 2
CLE 2	9 Grammar Focus	TSS Unit 4 Grammar Worksheet	SB Unit 4 Grammar Plus focus 2 SSD Unit 4 Grammar 2 ARC Simple present questions and Would
	10 Writing	to undersome soft actions must be as	ARC Text message abbreviations
Š	11 Interchange 4	THE LOCAL PROPERTY OF THE PARTY	
	12 Reading	TSS Unit 4 Project Worksheet VID Unit 4 VRB Unit 4	SSD Unit 4 Reading 1–2 SSD Unit 4 Listening 1–3 SSD Unit 4 Video 1–3 WB Unit 4 exercises 7–12

With or instead of the following SB section	You can also use these materials for assessment	
Units 3-4 Progress Check	ASSESSMENT CD Units 3–4 Oral Quiz ASSESSMENT CD Units 3–4 Written Quiz	

Key

ARC: Arcade

SB: Student's Book

SSD: Self-study DVD-ROM

TSS: Teacher Support Site

VID: Video DVD

VRB: Video Resource Book

WB: Workbook

My Plan for Unit 4

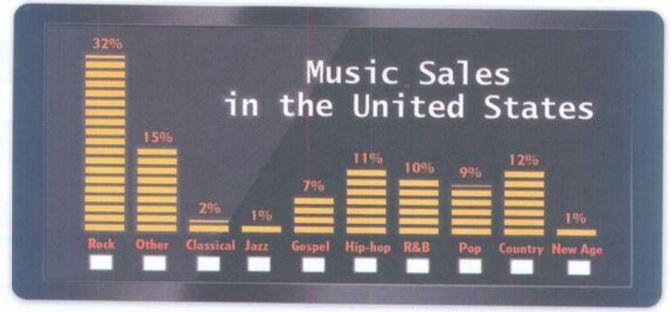
Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
	Music Sale	
	the United	
		A EVICE COLUMN
	per university of the second	microse allowed make the best desired. A
		The state of the s
With or instead of the following SB section	I am using these materials for assessment	

4

I really like hip-hop.

SNAPSHOT



Source: The Recording Industry Association of America, 2008 Consumer Profile

TV programs

Listen and number the musical styles from 1 to 9.

Which of these styles of music are popular in your country?

What other kinds of music are popular in your country?

2 WORD POWER

A Complete the word map with words from the list.

action reality show electronic reggae game show salsa

heavy metal science fiction horror soap opera musical talk show

B Add two more words to each category. Then compare with a partner.

C GROUP WORK Number the items in each list from 1 (you like it the most) to 6 (you like it the least). Then compare your ideas.

	programs

Entertainment	-

Movies	Music

I really like hip-hop.

Cycle 1, Exercises 1-7



SNAPSHOT

Learning Objective: discuss types of music

@ [CD 1, Track 30]

- Books closed. Ask: "What kind of music is popular is your country?" Help with vocabulary as needed. Wri answers on the board.
- Books open. Point out the percentage signs. Ask:
 "What is this symbol called? What does this chart show?" (Answers: percent, music sales in the U.S.)
- Read out the names of the music styles. Ask: "What kind of music is popular in the U.S.? What music is unpopular? Does anything surprise you about the information?" Elicit answers.
- Elicit or explain any new vocabulary.

Vocabulary

hip-hop: music of African American origin, with rhyming words and a strong beat

R&B: rhythm and blues

country: country-and-western

new age: a type of music which is intended to produce a calm and peaceful state of mind In Unit 4, students discuss entertainment and personal likes and dislikes. In Cycle 1, they talk about music using yes/no and Wh-questions with do. In Cycle 2, they make invitations and excuses using would and verb + to + verb.

gospel: a kind of Christian religious music jazz: music of African American origin, with a strong rhythm

- Brainstorm with Ss what the "other" category might include (e.g., reggae, salsa).
- Explain that Ss will hear nine short pieces of music in different styles. Ss listen and number the musical styles from 1 to 9.
- Play the audio program. Ss complete the task individually. Then they compare answers in pairs.
- Option: If Ss have difficulty, do the activity with the whole class.

Answers

jazz 4. classical

7. rock

pop
 gospel

5. hip-hop

8. R&B

6. country

- 9. new age
- Go over the two discussion questions. Ss discuss them in small groups. Then elicit answers from the class.
- Option: What kind of music does the class like best?
 Take a poll.

2

WORD POWER

Learning Objective: learn vocabulary for types of entertainment

A

- Explain the task. Ss work in pairs or small groups.
 Allow them to use dictionaries.
- Draw the word map on the board. Ask different Ss to write the answers on the board. Model the pronunciation of the words as you check answers.

B

- Ss add two more words to each category. Then they compare answers in pairs.
- Ask different Ss to write their new words on the board. Go over their answers and model the pronunciation.

Answers

TV programs game show reality show soap opera talk show cartoon documentary news sports event Movies action horror musical science fiction adventure comedy drama western Music electronic heavy metal reggae salsa classical opera pop hip-hop

(Note: Additional examples are italicized.)

 Option: To help Ss remember the words in the categories, add names of popular TV programs, movies, and songs or musicians.

C Group work

- Explain the task. Ss work individually to rank their items from 1 to 6.
- Option: Review language for preferences from Unit 3.
- Ss compare their ideas in small groups.

CONVERSATION

Learning Objectives: practice a conversation about likes and dislikes; see yes/no and Wh-questions with do in context

A @ [CD 1, Track 31]

- Set the scene. Marissa and Brian are talking about music. Ask: "Who do you see in the pictures?" (Answers: Taylor Swift, Jay-Z)
- Books closed. Write these statements on the board:
 - 1. I'm a big fan of Taylor Swift.
 - 2. I don't like it very much.
 - 3. I really like hip-hop.
 - 4. I don't like hip-hop very much.
- Ask: "Who says these things Marissa or Brian?" Play the audio program and Ss listen for the answers. Then elicit the answers. (Answers: 1. Marissa 2. Brian 3. Brian 4. Marissa)
- Point out the expressions I'm a big fan of . . . , I really like . . . , and I don't like . . . very much. Ask: "What do you think of Taylor Swift? Jay-Z?"
- Books open. Play the audio program again. Ss listen and read silently.
- Ask these comprehension questions: "Who is Brian's favorite singer? What does Marissa think of Jay-Z?" Elicit Ss' answers. (Answers: Jay-Z. She doesn't like him.)

- Ss practice the conversation in pairs. Go around the class and give help as needed.
- For a new way to practice this Conversation, try Say It with Feeling! download it from the website.

B @ [CD 1, Track 32]

- Read the focus questions aloud. Play the audio program once or twice.
- Ss compare answers in small groups. Go over answers with the class.

AudioScript

Marissa What about groups, Brian? Who do you like? Brian Oh, I like a lot of different groups. I guess my favorite group is Green Day. Marissa Green Day? Really? Brian Why? Don't you like them? Marissa No, I don't. I guess they have some good songs, but they're very... noisy.

Answers

His favorite group is Green Day. No, because she thinks their music is very noisy.

4

GRAMMAR FOCUS

Learning Objective: practice yes/no and Wh-questions with do

[CD 1, Track 33]

Yes/No and Wh-questions with do

- Ask Ss to find four questions with do or does in the Conversation in Exercise 3. Write the questions on the board, in columns:
 - 1 2 3 4 5
 Do you like country music?
 Does she play the guitar?
 What kind of ... do you like?
 Do you like him?
- Focus Ss' attention on the questions on the board. Elicit the rule for forming questions with do: Wh-question + do/does + subject + verb?
- Elicit new questions from Ss and write them in the columns on the board.
- Point out the language in the Grammar Focus box. Play the audio program for the first and second columns.

Object pronouns

- Go over the object pronouns in the Grammar Focus box. Play the audio program for the third column.
- Ask Ss to find and circle examples of object pronouns in the Conversation in Exercise 3. (Answers: it, her, him) Ask: "What does...refer to?" (Answers: it = country music, her = Taylor Swift, him = Jay-Z)
- Explain the task. Model the first answer.
- Ss complete the task individually. Then Ss compare answers with a partner. Go over the answers with the class.

Answers

- A: I like the Kings of Leon a lot. Do you know them?
 B: Yes, I do, and I love this song. Let's download it.
- 2. A: Do you like science fiction movies?
 - B: Yes, I do. I like them very much.
- 3. A: Do Kevin and Emma like soap operas?
 - B: Kevin does, but Emma doesn't. She hates them.
- 4. A: What kind of music does Noriko like?
 - B: Classical music. She loves Yo-Yo Ma.
 - A: Yeah, he's amazing. I like him a lot.
- Ss practice the conversations in pairs.

CONVERSATION Who's your favorite singer?

A Listen and practice.

Marissa: Do you like country music, Brian?

Brian: No, I don't like it very much. Do you?

Marissa: Yeah, I do. I'm a big fan of Taylor Swift.

Brian: I think I know her. Does she play the guitar?

Marissa: Yes, she does. She's a really good musician.

So, what kind of music do you like?

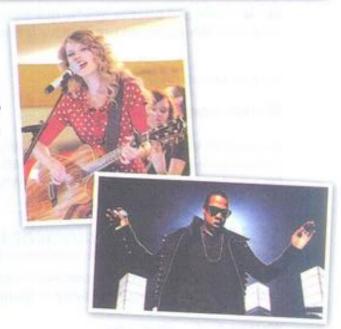
Brian: I really like hip-hop.

Marissa: Oh, yeah? Who's your favorite singer?

Brian: Jay-Z. Do you like him?

Marissa: No, I don't. I don't like hip-hop very much.

B © Listen to the rest of the conversation. Who is Brian's favorite group? Does Marissa like them?



4 GRAMMAR FOCUS

Simple present questions; short answers @

Do you like country music?

Yes, I do. I love it.

No, I don't. I don't like it very much.

Does she play the piano?

Yes, she does. She plays very well.

No, she doesn't. She doesn't

play an instrument.

Do they like Green Day?

Yes, they do. They like them a lot.

No, they don't. They don't like

them at all.

What kind of music do you like? I really like hip-hop.

What does she play? She plays the guitar.

Who do they like? They like Coldplay.

Object pronouns

me you

him

it us

them

Complete these conversations. Then practice with a partner.

- A: I like Kings of Leon a lot. you know?
 - B: Yes, I, and I love this song. Let's download
- 2. A: _____ you like science fiction movies?

- 4. A: What kind of music Noriko like?
 - B: Classical music. She loves Yo-Yo Ma.
 - A: Yeah, he's amazing. I like a lot.



5 PRONUNCIATION Intonation in questions

A C Listen and practice. Yes/No questions usually have rising intonation. Wh-questions usually have falling intonation.

Do you like pop music?

What kind of music do you like?

B PAIR WORK Practice these questions.

Do you like TV?
Do you like video games?
Do you play a musical instrument?

What programs do you like? What games do you like? What instrument do you play?

SPEAKING Entertainment survey

A GROUP WORK Write five questions about entertainment and entertainers. Then ask and answer your questions in groups.

What kinds of . . . do you like?
(music, TV programs, video games)
Do you like . . . ?
(reggae, game shows, action movies)
Who's your favorite . . . ?
(singer, actor, athlete)

B GROUP WORK Complete this information about your group. Ask any additional questions.

What's your favorite kind of ...? music movie TV program What's your favorite ...? song movie video game Who's your favorite ...? singer actor athlete









C CLASS ACTIVITY Read your group's list to the class. Find out the class favorites.

5 PRONUNCIATION

Learning Objective: notice and use intonation in questions; learn to sound natural when asking questions

A @ [CD 1, Track 34]

- Books closed. Use your voice and gestures to demonstrate intonation. Explain that intonation is the rise and fall of the voice.
- Play the audio program. After each question, ask: "Is the voice going up or down?"
- Elicit or explain the rule. Yes/no questions have rising intonation, and Wh-questions have falling intonation.
- Books open. Play the audio program again. Ss repeat the questions. Ask different Ss to read the questions and check their intonation.

If Ss repeat things as a group, it's hard to hear if they're using correct pronunciation or intonation. Therefore, check some individual Ss' pronunciation.

B Pair work

- Explain the task. Model the questions using correct intonation.
- Ss work in pairs. Go around the class and check individual Ss' use of intonation.
- Option: Ss look back at the Conversation on page 23 and mark (with arrows) rising or falling intonation above the questions. Ss then practice the conversation again in pairs, paying special attention to intonation.

6 SPEAKING

Learning Objective: talk about entertainment; discuss likes and dislikes

A Group work

- Write two example questions on the board, e.g.: Do you like TV?
 - What kind of TV programs do you like?
- Ask different Ss to answer the questions.
- Explain the task. Ss work individually to write five questions. Go around the class and give help as needed.
- Ss take turns asking their questions in small groups. Set a time limit of five to seven minutes.
- Go around the class and listen to Ss' responses.
- Option: Encourage Ss to give longer responses (e.g., No, I don't, but I love . . . , I'm a big fan of . . . , I prefer . . .).

B Group work

Ss work in small groups. One S leads the discussion to make sure everybody speaks (e.g., What's your favorite...? What about you,...? What do you think,...? It's your turn to ask a question.). Another S records the answers. The S who recorded the answers reads the responses, and the group decides the favorites. Then the Ss complete their charts.

TIP Assigning each S in the group a role (e.g., note-taker, leader, English monitor, reporter) encourages all Ss to participate.

Class activity

- · Write these expressions on the board:
 - Our favorite ... is ... We all like ...
 - We don't agree on ...
- Explain that Ss can use these expressions to report their group's favorites.
- One S from each group reports the results to the class. Another S from each group writes the results on the board.
- · Discuss the favorites as a class.
- For more practice with yes/no questions, play

 Twenty Questions download it from the website.

LISTENING

Learning Objective: develop skills in listening for detail

A @ [CD 1, Track 35]

- Set the scene. Linda is on a game show. The hostess is going to interview three men. Linda will choose one for a date.
- Play the audio program. Pause after every few lines to give Ss time to complete the chart.

If an audio program is long and contains many details, break it into parts. Pause the audio program after each part.

Ss compare answers in pairs.

AudioScript

Hostess [applause] Welcome to Who's My Date? Today, Linda is going to meet Bill, John, and Tony. So, let's start with the first question . . . on music. Bill, what kind of music do you like? Bill Oh, classical music. Hostess Classical, OK. And how about you, John? John Well, I like jazz. Hostess And you, Tony? Tony My favorite music is rock. Hostess How about you, Linda? Linda Well, I like pop music. I don't like jazz or classical music very much. [applause] Hostess OK. Now let's talk about movies. Bill, what kind of movies do you like? Bill | like action movies. Hostess And how about you, John? John Oh, I like musicals.

Linda I really like horror movies, too. [applause]
Hostess And now for question number three. Bill, what kind of TV programs do you like?
Bill Well, I like to watch reality shows.
Hostess John?
John Uh, well, you know, I really like talk shows.
Hostess And, Tony, how about you?
Tony I like game shows a lot.
Hostess And, Linda, what do you like?
Linda Well, I like talk shows and game shows.
Hostess [buzzer] OK! Time is up! Now, who's the best date for Linda? [applause]

Answers

Bill	Music classical	Movies
John	jazz	musicals
Tony	rock	horror movies
Linda	pop	horror movies

TV programs reality shows talk shows game shows talk shows and game shows

B Class activity

Ss discuss the best date for Linda as a class.

Possible answers

Tony is the best date because he and Linda like horror movies and game shows. They all disagree about music.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Cycle 2, Exercises 8-12

Hostess And how about you, Tony?

Hostess And what about you, Linda?

Tony I love horror movies.



CONVERSATION

Learning Objectives: practice making plans; see would and verb + to + verb in context

A @ [CD 1, Track 36]

- Ask: "What do you see in the picture?" Then play the audio program. Ss look at the pictures and read the conversation silently.
- Ss practice the conversation in pairs.

B @ [CD 1, Track 37]

 Read the focus question aloud. Then play the audio program. Elicit answers from the class.

AudioScript

Dave [crowd cheering] Yes! That's another goal for the Ducks! That's the Ducks 3, the Frogs 0.

Susan You really are a Ducks fan, Dave.

Dave I know. They're my favorite team.

Susan They're OK, but I like the Frogs a lot better, especially Mario Sanchez.

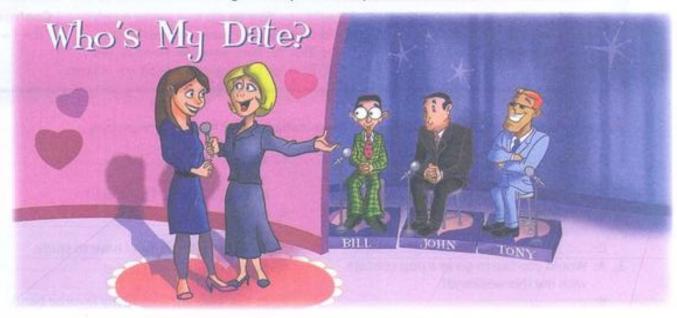
Dave He is very talented. It's too bad he's not playing today.

Answers

Dave likes the Ducks. Susan likes the Frogs.

LISTENING Who's my date?

A Listen to four people on a TV game show. Three men want to invite Linda on a date. What kinds of things do they like? Complete the chart.



	Music	Movies	TV programs
Bill			
lohn			
T			()
lony			
Linda			

B CLASS ACTIVITY Who do you think is the best date for Linda? Why?

8 CONVERSATION An invitation

A Listen and practice.

Dave: I have tickets to the soccer match on Friday night. Would you like to go?

Susan: Thanks. I'd love to. What time does

it start?

Dave: At 8:00.

Susan: That sounds great. So, do you want to

have dinner at 6:00?

Dave: Uh, I'd like to, but I have to work late.

Susan: Oh, that's OK. Let's just meet at the

stadium before the match, around 7:30.

Dave: OK. Why don't we meet at the gate?

Susan: That sounds fine. See you there.

B Listen to Dave and Susan at the soccer match. Which team does each person like?



Would; verb + to + verb 💿

Would you like to go out on Friday? Would you like to go to a soccer match? Yes, I would.

Yes, I'd love to. Thanks.

I'd like to, but I have to work late.

I'd like to, but I need to save money.

I'd like to, but I want to visit my parents.

Contraction I'd = I would

A Respond to three invitations. Then write three invitations for the given responses.

- 1. A: I have tickets to the baseball game on Saturday. Would you like to go?
- 2. A: Would you like to come over for dinner tomorrow night?
- 3. A: Would you like to go to a pop concert with me this weekend?

- B: Yes, I'd love to. Thank you! 5. A:

 - B: Well, I'd like to, but I have to study.
- B: Yes, I would. They're my favorite band.

B PAIR WORK Ask and answer the questions in part A. Give your own responses.

PAIR WORK Think of three things you would like to do. Then invite a partner to do them with you. Your partner responds and asks follow-up questions like these:

When is it?

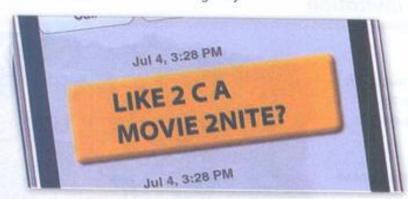
What time does it start?

When does it end?

Where is it?

WRITING A text message

What does this text message say?



text mess	age abbreviations
M = am	L8 = late
U = you	W8 = wait
R = are	GR8 = great
C = see	THX = thanks
4 = for	LUV = love
2 = to	NITE = night

B GROUP WORK Write a text message to each person in your group. Then exchange messages. Write a response to each message.

INTERCHANGE 4 Are you free this weekend?

Make weekend plans with your classmates. Go to Interchange 4 on page 118.

26 Unit 4

GRAMMAR FOCUS

Learning Objective: practice would and verb + to + verb

(CD 1, Track 38)

Would

- Refer Ss to the Conversation on page 25. Ask: "How does Dave invite Susan?" Write his question on the board: Would you like to go?
- Explain that we use Would you like to . . . ? for polite invitations. It is more polite than Do you want to . . . ?
- Ask Ss to find Susan's response. Ask: "What does she say?" Write it on the board: Thanks. I'd love to.
- Point out that I'd = I would. Explain that there are different ways to accept an invitation. Susan uses one. Add two more to the board:

Yes, I would. Yes, I'd really like to (go).

 Play the audio program for the first column in the Grammar Focus box. Ss read silently.

Verb + to + verb

Refer Ss again to the Conversation on page 25. Susan invites Dave to have dinner at 6:00, but he doesn't accept. Ask: "What were his words?" Write them on the board: Uh, I'd like to but I have to work late.

- Explain that we often use the structure verb + to + verb when making excuses. Focus Ss' attention on the Grammar Focus box. Elicit examples.
- Play the audio program for the second and third columns.

A

- Explain the task. Questions 1–3 require an acceptance or a refusal. Questions 4–6 require an invitation.
- Ss work individually. Go around the class and check their answers. If you notice common problems, stop and go over them with the class.

B Pair work

 Explain the task. Ss work in pairs. They take turns asking and answering the questions.

C Pair work

- Explain the task. With Ss, brainstorm three things to do. Model inviting a S to do one of those things. Your S partner uses some of the follow-up questions.
- Have Ss first think of three real or imaginary things they would like to do. Then they practice inviting each other. Remind Ss to use Would you like to . . . ? and to include follow-up questions.

10 WRITING

Learning Objective: write and respond to text messages

A

- Point out that Ss practiced oral invitations. Now they will make text message invitations.
- Focus Ss' attention on the text message. Ask Ss to guess its meaning. (Answer: Would you like to see a movie tonight?)
- Discuss abbreviations. Explain that people use the abbreviations because there is very little space on cell phone screens. Elicit the words the text message abbreviations stand for. (Answers: 2 = to, c = see, 2nite = tonight).
- Ask the class: "Do you ever write text messages? Who do you write to? What do you write about?"

B Group work

- Ss work in groups of three. Ss work individually to write a message to the other two Ss in their group.
- Ss exchange messages with the other Ss in the group.
 They read each message and write a response (e.g., sounds GR8!). Then they return the responses. (Note: If Ss can't think of an invitation, encourage them to look at the Grammar Focus or Conversation on page 25 for ideas.)
- Option: In Ss' responses, they write questions asking for more information. They continue to exchange and return responses, answering questions and asking for more information until they accept or refuse the invitations.
- Option: If Ss have cell phones, they can practice sending text messages in class or for homework.

INTERCHANGE 4

See page T-118 for teaching notes.

12 READING

Learning Objectives: read and discuss an article about a singer; develop skills in scanning a time line

Books closed. Draw these diagrams on the board:

FERGIE OF THE BLACK EYED PEAS

We know

We'd like to know





- Ss brainstorm ideas in pairs. If they have difficulty, suggest possible topics (e.g., hit songs, age, full/real name, nationality). Then Ss come to the board and write things they know or would like to know in the correct diagram. Don't correct Ss if they are wrong. Just correct their language.
- Books open. Point out that the time line shows the history of Fergie's life.
- Focus Ss' attention on the pictures. Ask different Ss to read the captions aloud.
- Allow Ss two minutes to scan the article quickly and find the dates for the pictures. (Answers: 2010, 1984, 2004) Remind Ss not to read the whole article but to look quickly for key words (e.g., World Cup, TV show Kids Incorporated, Black Eyed Peas).
- For a new way to introduce this Reading, try

 Cloud Prediction download it from the website.

A

- Explain the task. Focus Ss' attention on the first event on the time line. Tell Ss to find the sentence in part A that matches this event. (Answer: b)
- Elicit or explain any new vocabulary.

Vocabulary

hit: a very popular song single: one song

fans: people who love a celebrity

rapper: someone who performs rap music

highlights: important events

album: a collection of songs on a CD

Grammy Award: a set of prizes given to people who

work in the music industry

performs: sings or acts

- Ss complete the task individually. Go around the class and give help as needed.
- Ss compare answers in pairs. Then go over answers with the class.

Answers

a.	8	e. 3
Ь.	1	f. 2
Ç.	7	q. 6
d.	4	b. 5

- If your Ss speak languages that have similar vocabulary to English, encourage them to look for cognates, or words with similar forms and meanings (e.g., glamorous, celebration).
- Focus Ss' attention on the diagrams on the board. Ask: "What did you learn? What do you still want to know? Where can you find this information?"
- Option: Books closed. Ask: "How much can you remember about Fergie?" Ss work in pairs to list facts.

B Pair work

- Read the questions aloud. Ss discuss their favorite musicians in pairs. Then ask Ss to share information with the class.
- To review vocabulary from this Reading, play

 Picture It! download it from the website.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools. Fergie Black Eyed Peas

Scan the article and look at the pictures. In what year

She has many hit singles and several Grammy awards with her band the Black Eyed Peas. She has fans all over the world. She's a singer, a rapper, a songwriter, a fashion designer, and an actress. Her name is Stacy Ann Ferguson, but her fans call her Fergie.

Here are some highlights of Fergie's life and career.

- ▶ 1975 Fergie is born on March 27 in California.
- ▶ 1984 Fergie starts acting, doing the voice of Sally in the Peanuts cartoons. She also stars in the popular TV show Kids Incorporated, with actress Jennifer Love Hewitt.
- ▶ 1991 Fergie forms the all-female band Wild Orchid.
- ▶ 2003 Fergie records a song with the band Black Eyed Peas. The band likes her, and she records five more songs on the album.
- ▶ 2004 Fergie joins the Black Eyed Peas.
- ▶ 2005 Fergie and the Black Eyed Peas win their first Grammy award for "Let's Get It Started."
- ▶ 2006 Fergie makes a solo album and has six big hits. "Big Girls Don't Cry" is her first worldwide number one single.
- ▶ 2008 Fergie records "That Ain't Cool" with Japanese R&B singer Kumi Koda. She becomes famous in Japan.
- ▶ 2009 Fergie acts and sings in the movie Nine.
- > 2010 Fergie and the Black Eyed Peas perform five songs at the 2010 World Cup celebration concert in South Africa.

Fergie says she's the "luckiest girl in the world." Why? Her song "Glamorous" says it all: "All the fans, I'd like to thank. Thank you really though, 'cause I remember yesterday when I dreamed about the days when I'd rock on MTV...."



a performing at the World Cup



a on the TV show Kids Incorporated



on stage with the Black Eyed Peas

A Read the article. Then number these sentences from 1 (first event) to 8 (last event).

- a. She sings at the World Cup concert. e. She forms her first band. b. She is born in California.
- c. She acts and sings in a movie.
- d. Her band wins its first Grammy.
- f. She is on TV with Jennifer Love Hewitt.
 - g. She becomes very popular in Japan.
 - h. She has her first worldwide number

B PAIR WORK Who is your favorite musician? What do you know about his or her life?

Units 3-4 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I con	Very well	OK	A little
Give and understand information about prices (Ex. 1)			
Say what I like and dislike (Ex. 1, 2, 3)		0	6
Explain what I like or dislike about something (Ex. 2)		8	8
Describe and compare objects and possessions (Ex. 2)	deline see B	6	6
Make and respond to invitations (Ex. 4)		8	- 6
Control Carrier Paragraphic Control Co		-	

1 LISTENING Weekend sale

A Disten to a commercial for Dave's Discount Store. Circle the correct prices.



B PAIR WORK What do you think of the items in part A? Give your own opinions.

2 ROLE PLAY Shopping trip

Student A: Choose things from Exercise 1 for your family. Ask for Student B's opinion.

Student B: Help Student A choose presents for his or her family.

A: I want to buy a computer for my parents. Which one do you like better?

B: Well, I like the laptop better. It's nicer, and ...

Change roles and try the role play again.

Units 3-4 Progress check

SELF-ASSESSMENT

Learning Objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 3 and 4?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check () a little.
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 - 1. Ask Ss to complete all the exercises.
 - Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 - Ask Ss to choose and complete exercises based on their Self-assessment.



LISTENING

Learning Objectives: assess one's ability to understand information about prices; assess one's ability to give opinions about what one likes and dislikes

A @ [CD 1, Track 39]

- Set the scene. Dave's Discount Store is having a sale today. Ss will hear the prices of six items.
- Play the audio program once or twice. Ss listen and circle the correct price of each item.

AudioScript

Announcer Come in to Dave's today! Everything is on sale – for one day only. Here are some of our terrific sale prices. First, in the clothing department, we have great sales on both men's and women's pants. We have leather pants for only \$90. That's right! All our stylish leather pants are only \$90. And wool pants are on sale for \$50. Just \$50 for wool pants. Amazing! But that's not all. Every style and color of shirt is on sale. Designer silk shirts are now only \$40. Again, that's \$40 for a silk shirt. And cotton shirts are on sale for just \$18. Unbelievable!

Finally, in the electronics department, we have a great selection of computers. We have laptop computers for only \$1,015. And we have desktop computers for \$830. A complete computer system for only \$830.

What a deal!

Remember, these prices are for today only, so come in and save at our one-day sale. Get everything you need ... at Dave's!

Answers

leather pants: \$90 wool pants: \$50 silk shirt: \$40 cotton shirt: \$18 laptop computer: \$1,015 desktop computer: \$830

B Pair work

Explain the task. Ss talk about the items in part A and give their own opinions about them in pairs. Are the things expensive, reasonable, or cheap?

2

ROLE PLAY

Learning Objectives: assess one's ability to give opinions about what one likes and dislikes; assess one's ability to talk about preferences and make comparisons

- Focus Ss' attention on the pictures in Exercise 1 and explain the task. Ss work in pairs, Student A wants to buy presents for his or her family at Dave's Discount Store, Student B is helping Student A choose presents.
- Model the example conversation with a S. Elicit other expressions and comparisons to use in the role plays.
- Ss practice the role play in pairs. Then they change roles. Go around the class and give help as needed.
- Option: Have Ss give the items different prices and try the role play again.

SURVEY

Learning Objective: assess one's ability to ask and answer questions about entertainment using the simple present

A

 Ss work individually. They write answers to the questions in the Me column.

B Class activity

 Explain and model the task. Say: "I usually watch TV at (7:00). When do you usually watch TV?" Ask different Ss until someone gives the same answer.

- Explain that you will write that person's name in the My classmate column. Point out that Ss should write a classmate's name only once.
- Ss go around the class and ask questions to complete the activity. Note any grammar, vocabulary, or pronunciation errors.
- Option: Go over any grammar, vocabulary, or pronunciation errors after Ss complete the activity.



SPEAKING

Learning Objective: check one's ability to make invitations and excuses with would like to + verb

A

- Explain the task. Then ask a S to read the example invitation in the book.
- Elicit suggestions for other interesting activities and write them on the board.
- Hand out three index cards to each S. Explain the task. Ss write three different invitations individually (one per card). Point out that they should not put their names on the cards.
- Ss complete the task. Go around the class and give help as needed.

B

 Ask different Ss to read the three response cards. Elicit other ways of accepting or refusing an invitation.
 Encourage Ss to suggest silly or unusual excuses for refusals.

- Hand out three index cards to each S. Explain the task. Ss write one acceptance and two refusals. The acceptance cards should include a question about where or when to meet. Point out that they should not put their names on the cards.
- Ss complete the task. Go around the class and give help as needed.

C Group work

- Ss work in small groups. One S collects all the invitation cards, shuffles them, and puts them in a pile.
- A different S collects all the response cards, shuffles them, and puts them in a different pile.
- Explain the task. Each S takes three invitation cards and three response cards. Then they read them silently.
- Model the task. Read an invitation card aloud.
 Ss accept or refuse the invitation by reading a response card.
- Ss take turns completing the task.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"
- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

SURVEY Likes and dislikes

A Write answers to these questions.

When do you usually watch TV?
What kinds of TV programs do you like?
Do you like game shows?
Do you listen to the radio?
Who is your favorite singer?
What do you think of heavy metal?
What is your favorite movie?
Do you like musicals?
What kinds of movies do you dislike?

me	My classmate
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,

B CLASS ACTIVITY Find someone who has the same answers. Go around the class. Write a classmate's name only once!

4 SPEAKING What an excuse!

A Make up three invitations to interesting activities. Write them on cards.

I want to see the frog races tomorrow. They're at the park at 2:00. Would you like to go?

B Write three response cards. One is an acceptance card, and two are refusals. Think of silly or unusual excuses.



That sounds great! What time do you want to meet?

I'd like to, but I have to wash my cat tomorrow.

I'd love to, but I want to take my bird to a singing contest.

C GROUP WORK Shuffle the invitation cards together and the response cards together. Take three cards from each pile. Then invite people to do the things on your invitation cards. Use the response cards to accept or refuse.

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Unit 5 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Word Power	TSS Unit 5 Vocabulary Worksheet	SSD Unit 5 Vocabulary 1–2 ARC Family
	2 Listening		The state of the following of the first
	3 Conversation	TSS Unit 5 Listening Worksheet	550 Unit 5 Speaking 1
	4 Pronunciation	roizin 20 Xisweta simuz offizial o	STATE BELLEVILLE TO STATE OF STATE
	5 Grammar Focus	TSS Unit 5 Extra Worksheet	SB Unit 5 Grammar Plus focus 1 SSD Unit 5 Grammar 1–2 ARC Present continuous 1–2
	6 Discussion	II rygyrakana	
	7 Interchange 5		WB Unit 5 exercises 1–6
CYCLE 2	8 Snapshot		
	9 Conversation		SSD Unit 5 Speaking 2
	10 Grammar Focus	TSS Unit 5 Grammar Worksheet TSS Unit 5 Writing Worksheet	SB Unit 5 Grammar Plus focus 2 SSD Unit 5 Grammar 3 ARC Quantifiers 1–2
	11 Writing		
	12 Reading	TSS Unit 5 Project Worksheet VID Unit 5 VRB Unit 5	SSD Unit 5 Reading 1–2 SSD Unit 5 Listening 1–3 SSD Unit 5 Video 1–3 WB Unit 5 exercises 7–11

Kov

ARC: Arcade

VID: Video DVD

5B: Student's Book

VRB: Video Resource Book

SSD: Self-study DVD-ROM

WB: Workbook

TSS: Teacher Support Site

My Plan for Unit 5

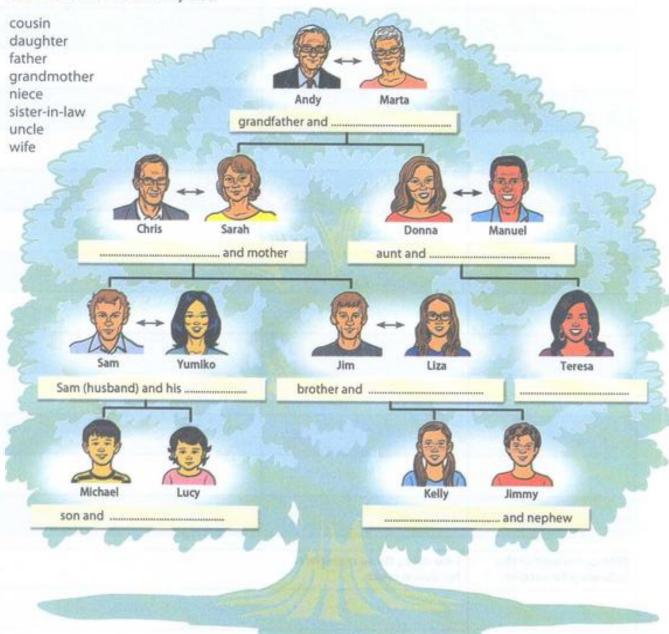
Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
THE SUSPINSKES		
With or instead of the following SB section	I am using these materials for assessment	
	(All hard and a second and a second	Officion of the first

I come from a big family.

WORD POWER Family

Add the words to the family tree. How are these people related to him?



- **B** Draw your family tree (or a friend's family tree). Then take turns talking about your families. Ask follow-up questions to get more information.
- A: There are five people in my family. I have two brothers and a sister.
- B: How old is your sister?

I come from a big family.

Cycle 1, Exercises 1-7

1

WORD POWER

Learning Objective: learn vocabulary for discussing the family

A

- Write the word family in a circle on the board. Then write the words mother and father around the circle.
- In pairs, Ss brainstorm words for family members and make a list. Then they compare lists with another pair. Go around the class and note the words on their lists.

TIP To avoid teaching words Ss already know, start by asking Ss the words they know. Then teach any remaining vocabulary.

- Ask Ss to find Sam and circle his picture. Then ask: "Who is Yumiko?" (Answer: his wife) Ask Ss to write wife under Yumiko's picture and check (✓) wife in the vocabulary list.
- Ss complete the exercise in pairs. Go over the answers with the class and check pronunciation.

Answers

grandfather and grandmother (Marta) father (Chris) and mother aunt and uncle (Manuel) Sam (husband) and his wife (Yumiko) brother and sister-in-law (Liza) cousin (Teresa) son and daughter (Lucy) niece (Kelly) and nephew

- As needed, teach other family words (e.g., great-grandfather, great-grandmother, grandson, granddaughter, son, stepbrother, stepsister, only child, twins, parents, ex-wife, ex-husband). Use pictures to present additional vocabulary.
- Option: For more practice, ask questions about another person in the family tree (e.g., Donna). Possible questions include: Who is Donna's husband? Who is her sister-in-law?

In Unit 5, students discuss families, typical families, and family life. In Cycle 1, they talk about their own and other families using the present continuous. In Cycle 2, they discuss facts about families using quantifiers.

B

- Explain the task. Ss draw their family trees individually. Point out that single Ss can include their grandparents, parents, brothers, and sisters, while married Ss can include their husband or wife, children, and grandchildren.
- Draw your family tree on the board while Ss complete the task.
- Model the task by describing your own family. Then encourage Ss to ask you questions. If needed, present or review words such as married, single, divorced, widowed, or deceased.
- Ss complete the task in pairs or small groups. Go around the room and encourage Ss to ask follow-up questions (e.g., How old is he? What does he do?).
- Elicit interesting things Ss learned about their partners.
- Option: Ask Ss to bring in pictures of their family. Ss show each other family photos in small groups. Encourage them to add two pieces of information for each photo (e.g., This is my brother. He's 27, and he's a lawyer.).

TIP To personalize the class and make the language more meaningful, encourage 5s to bring their own materials to class.

- To review the vocabulary of family, try Picture
 Dictation download it from the website. Ask Ss to draw a family tree while you say: "Amanda has one brother and one sister. Her brother, Edward, is married to Jean. They have three children. Amanda's sister, Mary, is married to Mike. They have one daughter. Amanda has a husband. His name is Charlie."
- For more practice matching words for family members with their meanings, play Concentration download it from the website.

LISTENING

Learning Objective: develop skills in listening for specific information

[CD 1, Track 40]

- Focus Ss' attention on the pictures. Ask: "How are the people related?" Encourage Ss to make guesses.
- Play the audio program. Ss listen and complete the task.
- . Go over answers with the class.

AudioScript

1.

Woman Who are you listening to, Adam?

Adam Oh, it's Coldplay. They're my favorite band. Chris Martin has a cool voice.

Woman Yeah, they're pretty good. Do you know who his wife is?

Adam His wife? No.

Woman The actress Gwyneth Paltrow. They make an interesting couple.

2.

Man What are you reading, Pete?

Pete An article about Francis Ford Coppola. He has a new movie out.

Man Who?

Pete Francis Ford Coppola. You know, the director of

The Godfather and The Godfather: Part II.

Man Oh, right.

Pete Do you know who his nephew is? The actor Nicholas Cage.

Man Really?

3,

Mom Are you downloading a song, Cindy?

Cindy Oh, hi, Mom. Yeah, I am. It's the new Miley Cyrus song.

Mom Miley Cyrus . . . is she related to Billy Ray Cyrus?

Cindy I have no idea. Who's he?

Mom He's a country singer and an actor. Here, let's look it up. [pause, typing] Yes, Billy Ray is her father.

4.

Woman So . . . what movie do we want to watch? Oh, here's one with Casey Affleck.

Man Oh, I like him. He's really good in dramas.

Woman I like his sister-in-law, too.

Man Who's that?

Woman Jennifer Garner, the actress.

Man Oh, right. She's married to Ben Affleck, Casey's brother.

Answers

1. wife 2. nephew 3. father 4. sister-in-law

3

CONVERSATION

Learning Objectives: practice a conversation about families; see the present continuous in context

A @ [CD 1, Track 41]

- Set the scene. Rita is asking about Sue's family. Focus Ss' attention on the pictures. Ask: "How do you think they are related to Sue?" Elicit ideas.
- Books closed. Explain the task. One S listens for information about the woman and one listens for information about the man. Play the audio program and Ss complete the task.
- Books open. Play the audio program again. Ss listen and read silently.
- Ss practice the conversation in pairs.

B @ [CD 1, Track 42]

Read the two focus questions aloud. Play the audio

program once or twice.

Go over answers with the class.

AudioScript

Sue So, what about your parents, Rita? Where do they live?

Rita They live in Texas.

Sue Oh, where in Texas?

Rita In Austin. It's a small city, but it's very nice.

Sue Are they still working?

Rita Oh, yes. My mother is teaching at a university there, and my father is a carpenter.

Answers

They live in Austin, Texas. Her mother teaches at a university, and her father is a carpenter.



PRONUNCIATION

Learning Objectives: notice and use intonation in statements; sound natural when making statements

A @ [CD 1, Track 43]

Play the audio program. Point out the falling

intonation. Ss repeat the statements. Ask different Ss to say the statements to check their intonation.

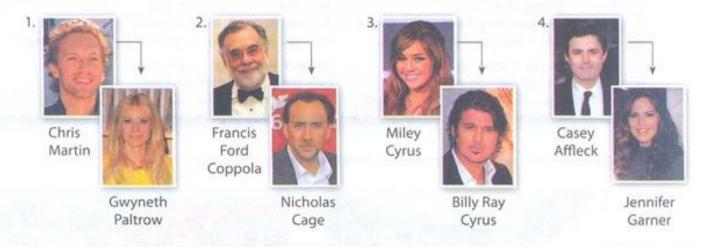
B Pair work

 Explain the task. Ss work in pairs. Go around the class and check Ss' intonation.

T-31 Unit 5

LISTENING How are they related?

Listen to four conversations about famous people. How is the second person related to the first person?



CONVERSATION Asking about families

A

Listen and practice.

Rita: Tell me about your brother and sister, Sue.

Sue: Well, my sister works for the government.

Rita: Oh, what does she do?

Sue: I'm not sure. She's working on a very secret project right now.

Rita: Wow! And what about your brother?

Sue: He's a wildlife photographer.

Rita: What an interesting family! Can I meet them?

Sue: Sure, but not now. My sister's away. She's not working in the United States this month.

Rita: And your brother?

Sue: He's traveling in the Amazon.

B Listen to the rest of the conversation. Where do Rita's parents live? What do they do?



PRONUNCIATION Intonation in statements

Listen and practice. Notice that statements usually have falling intonation.

He's traveling in the Amazon.

She's working on a very secret project.

B PAIR WORK Practice the conversation in Exercise 3 again. Pay attention to the intonation in the statements.

Present continuous 0

Are you living at home now?

Is your sister working for the government?

Are Ed and Jill taking classes this year?

Where **are** you **working** now? What **is** your brother **doing**? What **are** your friends **doing** these days? Yes, I am. No, I'm not.

Yes, she is. No, she's not./No, she isn't.
Yes, they are. No, they're not./No, they aren't.

I'm not working. I need a job. He's traveling in the Amazon. They're studying for their exams.

A Complete these phone conversations using the present continuous.



A:	HI, Stephanie, What(do)?	you
B:	Hey, Mark. I elevator, and it's stuck!	(stand) in an
A:	Oh, no! Are you OK?	
В;	Yeah. I – wait! It now. Thank goodness!	(move)



A:	Marci, how	you and Justin
B:		(enjoy) your shopping trip? (have) a lot of fun.
		your brother (spend) a lot of money?
B:		(buy) only

B PAIR WORK Practice the phone conversations with a partner.

6 DISCUSSION Is anyone . . . ?

GROUP WORK Ask your classmates about people in their families. What are they doing? Ask follow-up questions to get more information.

A: Is anyone in your family traveling right now?

B: Yes, my dad is. He's in South Korea.

C: What's he doing there?

of the latest page 1	topics to ask about		
traveling	going to high school or college		
living abroad	moving to a new home		
taking a class	studying a foreign language		

5

GRAMMAR FOCUS

Learning Objectives: practice the present continuous; ask and answer questions using the present continuous

@ [CD 1, Track 44]

Simple present vs. present continuous

Draw this chart on the board:

Usually

Right now

Sue's sister

Sue's brother

- Focus Ss' attention on the Conversation on page 31. Ask: "What does Sue's sister do? What is she doing right now?" (Answers: She works for the government. She's working on a secret project.) Complete the chart. Repeat the procedure for Sue's brother. (Answers: He's a wildlife photographer. He's traveling in the Amazon.)
- Elicit or explain the difference between the two tenses (simple present = habitual actions; present continuous
 ≈ actions that are happening right now).
- Compare the formation of the two tenses:
 She works. (subject + verb)
 She is working. (subject + be + verb + -ing)

Present continuous questions and statements

- Focus Ss' attention on the Conversation on page 31.
 Ask: "Why can't Rita meet Sue's family?" Elicit the answers, and write them on the board:
 Sue's sister is not working in the U.S. this month.
 Sue's brother is traveling in the Amazon right now.
- Focus Ss' attention on the Grammar Focus box. Elicit the rule for forming yes/no and Wh-questions in the present continuous: Be + subject + verb + -ing? (Wh-question) + be + subject + verb + -ing?

- Ask Ss to underline the time expressions in the Grammar Focus box that show the action is temporary or current: this year, now, these days.
- · Play the audio program.

A

- · Explain the task and model the first question.
- Ss complete the task individually. Encourage Ss to use contractions in statements. Review contractions as needed.
- Ss go over their answers in pairs. Then go over answers with the class.

Answers

- 1. A: Hi, Stephanie. What are you doing?
 - B: Hey, Mark. I'm standing in an elevator, and it's stuck!
 - A: Oh, no! Are you OK?
 - B: Yeah. I wait! It's moving now. Thank goodness!
- A: Marci, how are you and Justin enjoying your shopping trip?
 - B: We're having a lot of fun.
 - A: Is your brother spending a lot of money?
 - B: No, Mom. He's buying only one or two things. That's all!

B Pair work

- Ss practice the phone conversations.
- Option: Ss practice the conversations sitting back-toback or with their cell phones.

6

DISCUSSION

Learning Objectives: discuss families using the present continuous; develop the skill of asking follow-up questions

Group work

- Explain the task and go over the topics in the box.
 Explain any new vocabulary and elicit other possible discussion topics.
- Model the conversation with one or two Ss.
 Encourage Ss to add follow-up questions and introduce new topics.

- Give Ss a few minutes to prepare things to say about their families.
- Ss complete the task in small groups. Go around the class and note any common errors. Then go over them with the class.

TIP To help you decide if additional controlled grammar practice is necessary, watch the Ss' performance during the speaking activities.

7

INTERCHANGE 5

See page T-119 for teaching notes.

End of Cycle 1

Cycle 2, Exercises 8-12

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

8

SNAPSHOT

Learning Objective: compare and discuss statistics about families in different countries

- · Books closed. Write these questions on the board:
 - What percentage of homes in Mexico have a TV set?
 - a. 83%
- b. 85%
- c. 93%
- 2 What percentage of husbands and wives in Canada share the housework?
- a. 31%
- b 45%
- c. 70%
- Review percentages if needed. Ask Ss to guess the answers to these questions. Then elicit their guesses.

- Books open. Ss read the Snapshot to find the answers.
 (Answers: 1. c 2. b) Ask: "Who was right? Do these two facts seem positive or negative? Why?"
- Go over the facts about the countries. Ss then discuss if each fact is positive or negative in small groups.
- Ss discuss how they think their country compares to the facts as a class.

9

CONVERSATION

Learning Objectives: practice a conversation about family size; see quantifiers in context

A @ [CD 1, Track 45]

- Ask the class: "How many brothers do you have? How many sisters?" Elicit answers.
- Draw this chart on the board:

Where from? Number of

Typical?

brothers/sisters?

- 1. Mel-li
- 2. Marcos
- Books closed. Set the scene. Marcos and Mei-li are talking about their families.
- Play the audio program. Ss listen for the answers. Ask Ss to complete the chart on the board if they know the answers. Play the audio program again as needed and ask Ss to add to or change the information in the chart. (Answers: 1. China, no brothers or sisters, yes 2. Peru, three brothers and two sisters, no)
- Books open. Play the audio program again. Ss look at the picture and read the conversation silently.
- Ss practice the conversation in pairs.

For a new way to practice this Conversation, try the Disappearing Dialog – download it from the website.

B @ [CD 1, Track 46]

- Ask: "Why does Marcos like having a big family?" (Answer: Because he gets lots of birthday presents.)
- Read the focus question aloud. Ask Ss to make predictions and write them on the board.
- Play the audio program. Ss listen to find out if any prediction on the board is correct.

AudioScript

Marcos So, do you like being an only child? Mei-li Of course. I get all my parents' attention. Marcos Yeah, I share my parents' attention with five other people.

Mei-li But sometimes I want a brother or a sister.

Marcos Do you ever feel lonely?

Mei-li Sure. But it's OK, I have a lot of friends.

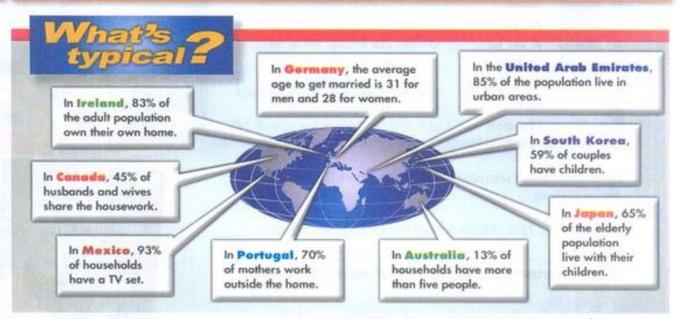
Answers

She gets all her parents' attention.

INTERCHANGE 5 Family facts

Find out about your classmates' families. Go to Interchange 5 on page 119.

8 SNAPSHOT



Source: nationmoster.com

Which facts surprise you? Why? Which facts seem like positive things? Which seem negative? How do you think your country compares?

CONVERSATION Is that typical?

A Listen and practice.

Marcos: How many brothers and sisters do you have, Mei-li?

Mei-li: Actually, I'm an only child.

Marcos: Really?

Mei-li: Yeah, a lot of families in China have

only one child these days.

Marcos: I didn't know that.

Mei-li: What about you, Marcos?

Marcos: I come from a big family. I have three

brothers and two sisters.

Mei-li: Wow! Is that typical in Peru?

Marcos: I'm not sure. Many families are smaller these days. But big families are great

because you get a lot of birthday presents!

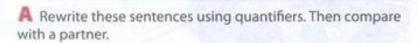
because you get a lot of bill thoay present

B Listen to the rest of the conversation.

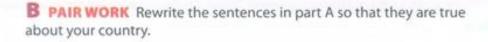
What does Mei-li like about being an only child?



Quantifiers © 100% All Nearly all Most Many A lot of Some Not many Few No one Quantifiers © families have only one child. families are smaller these days. couples have more than one child. gets married before the age of 18.



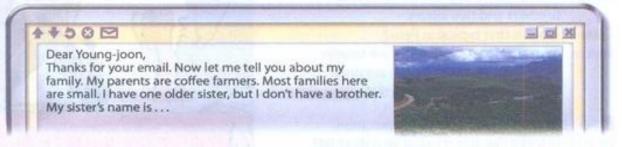
- 1. In the U.S., 75% of high school students go to college.
- 2. Seven percent of the people in Brazil are age 65 or older.
- 3. In India, 0% of the people vote before the age of 18.
- 4. Forty percent of the people in Sweden live alone.
- 5. In Singapore, 23% of the people speak English at home.



In . . . , many high school students go to college.

WRITING An email about your family

A Write an email to your e-pal about your family.



B GROUP WORK Take turns reading your emails. Ask questions to get more information.

GRAMMAR FOCUS

Learning Objectives: practice quantifiers; present facts using quantifiers

(CD 1, Track 47)

- Explain that when people don't know the exact percentage of something, they use words like most or some. Point out the quantifiers in the Grammar Focus box.
- Explain that all these quantifiers come before plural nouns except one. Ask Ss which one does not. (Answer: no one)
- · Play the audio program.
- Ask Ss to find two sentences with quantifiers in the Conversation on page 33. (Answers: A lot of families in China..., Many families...)
- Ask: "Who is from a big family? Raise your hand." Then elicit a statement about the class that starts with a quantifier (e.g., Most students in the class are from big families.). Ask more questions and elicit more statements with quantifiers (e.g., Are you single? Do you live at home? Are you an only child?).

A

· Explain the task. Model the first answer.

WRITING

Learning Objective: write an email describing one's family

A

- Ss describe their family to a partner. Then they read the example email silently.
- Elicit information Ss can include in a description of their family (e.g., names, ages, jobs, where they live).
 Write all ideas on the board.

- Ss rewrite the sentences individually. Point out that more than one quantifier may be possible. Then Ss go over their answers in pairs.
- · Go over answers with the class.

Possible answers

- 1. In the U.S., many high school students go to college.
- 2. Few people in Brazil are age 65 or older.
- 3. In India, no one votes before the age of 18.
- Some people in Sweden live alone.
- 5. In Singapore, not many people speak English at home.

B Pair work

- Explain the task and elicit the first answer. Write it on the board.
- Ss complete the task in pairs. Go around the class and give help as needed. Then each pair joins another pair to compare answers.
- Option: Ss make statements about the facts in the Snapshot on page 33 using quantifiers instead of percentages.
- For more practice with quantifiers, play Tic-Tac-Toe download it from the website.
- For a new way to prepare for this Writing, try Mind
 Mapping download it from the website.
- Ss write emails about their family. Encourage them to use quantifiers.

B Group work

 Ss read each other's emails in small groups and ask each other for more information.

12 READING

Learning Objectives: read an article about dads who stay at home with their children; develop skills in reading topic sentences

- Books closed. Ask: "Why do men decide to stay at home with their children? What happens to the children when both parents work?" Elicit ideas.
- · Books open. Read the title and the pre-reading task.
- Explain that the first sentence of a paragraph usually gives you its main idea. This is called a "topic sentence."
- Ss read the topic sentences of the paragraphs. Ask: "Which question from the pre-reading task will the article answer?" (Answer: Why do men decide to stay at home with their children?)

A

- Go over the five questions. Then Ss read the article silently and answer the questions.
- Elicit or explain any new vocabulary.

Vocabulary

housework: work people do to take care of the home, such as cleaning

- Ss compare their answers in groups. Go around the class and give help as needed.
- · Go over answers with the class.

Answers

Who ?	William	Daniel	Roberto
has more than two children?	×		
has an only child			X
had a stressful career	X		X
thinks it's hard to stay at home		Х	
has a wife with a great job?		Х	

B Pair work

- Read the three questions. Then Ss discuss the questions in pairs.
- Go over the answers with the class. Then elicit ideas from the pairs.

Possible answers

Likes: one-on-one time with daughter, play with kids, spend time with kids while they're young, freedom from work, no stressful job

Challenges: no time for self, do housework, it's hard work Other reasons: able to work from home, paying for childcare too expensive

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

0004 Stay-at-Home Dads Read the title of the article. Then check (\checkmark) the question you think the interviews will answer. 🔳 Why do men decide to stay at home with their children? What happens when both parents work? Families in the U.S. are changing. One important change is that many fathers are staying home with their children. They take care of the kids, and their wives go to work. Modern Family magazine asked three stay-at-home dads the question "What's it like being a stay-at-home dad?" I'm having a great time! When the kids are in school, I do housework. Our youngest child goes to school part-time. When I pick her up, I love the one-on-one time with her. Then, when my two sons get home from school, we all play together. Why do I stay home? Well, I wasn't happy at my job. It was pretty stressful, in fact. William Chan It's a challenge. We have two young children. They don't go to school yet. I never have time for myself! That's not easy. But my kids are growing up so fast. I really want to spend time with them when they're young. Also, my wife loves her job. I think most stay-at-home dads say the same thing: It's hard, but it's worth it. **Daniel Evans** In my neighborhood, there aren't many dads in the park with their kids on weekdays. Nearly all of the parents are moms. I had a stressful job before and didn't have a lot of free time. I hated it. We have a daughter, and now I'm spending more time with her. I love that. I'm enjoying my freedom from work, but I'm also working very hard! Roberto Garcia

A Read the interviews. Check (✓) the correct names.

Who ?	William	Doniel	Roberto
 has more than two children has an only child had a stressful career thinks it's hard to stay at home has a wife with a great job 	00000	00000	00000

B PAIR WORK What do the dads like about staying at home? What challenges are they having? What are some other reasons dads stay at home?

Unit 6 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	I Snapshot	The same half as appears produce	SSD Unit 6 Vocabulary 1
	2 Word Power	TSS Unit 6 Vocabulary Worksheet	SSD Unit 6 Vocabulary 2 ARC Sports and exercise 1–2
	3 Conversation	Turnid toong a guillest mit	SSD Unit 6 Speaking I
	4 Grammar Focus	TSS Unit 6 Listening Worksheet	58 Unit 6 Grammar Plus focus 1 550 Unit 6 Grammar 1 ARC Adverbs of frequency
CYCLE	5 Pronunciation	man programme and the part of the lace	
9	6 Speaking		
	7 Listening	Which are control to it is	
	8 Discussion	TSS Unit 6 Extra Worksheet	at the desired one
	9 Writing	755 Unit 6 Writing Worksheet	WB Unit 6 exercises 1–6
	10 Conversation		SSD Unit 6 Speaking 2
2	11 Grammar Focus	TSS Unit 6 Grammar Worksheet	SB Unit 6 Grammar Plus focus 2 SSD Unit 6 Grammar 2–3 ARC Adverbs of frequency and Questions with how ARC Questions with do and how
CYCLE 2	12 Listening	The gradest only being series in	
Ú	13 Interchange 6		
	14 Reading	TSS Unit 6 Project Worksheet VID Unit 6 VRB Unit 6	SSD Unit 6 Reading 1–2 SSD Unit 6 Listening 1–3 SSD Unit 6 Video 1–3 WB Unit 6 exercises 7–11

With or instead of the following SB section	You can also use these materials for assessment
Units 5-6 Progress Check	ASSESSMENT CD Units 5-6 Oral Quiz ASSESSMENT CD Units 5-6 Written Quiz

Key

ARC: Arcade

SB: Student's Book

SSD: Self-study DVD-ROM

TSS: Teacher Support Site

VID: Video DVD VRB: Video Resource Book

WB: Workbook

My Plan for Unit 6

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
	THE WILLIAM TRAINED	
100	The Mark well	Tipote Committee
		I Paris Till Towns III
	6	Designation () Terror ()
1	A STATE OF THE STA	
	100000000000000000000000000000000000000	
	setta un pro-augment matti co	and the first of allow seems as detected up to
	avino x	SHINGS REMINES OF THE
	General and prevention of the	no diama est estrete en entre circo. A
TITE		
a\ /3		

With or instead of the following SB section	I am using these materials for assessment
Carlos III	

How often do you exercise?

SNAPSHOT

Sports	Fitness Activities	A-sh
basketball	walking	
baseball	weight training	
soccer	treadmill	
football	stretching	
softball	jogging	

Source: SGMA International, Sports Participation in America

Do people in your country enjoy any of these sports or activities?

Check (✓) the sports or fitness activities you enjoy.

Make a list of other sports or activities you do. Then compare with the class.

2 WORD POWER Sports and exercise

A Which of these activities are popular with the following age groups? Check () the activities. Then compare with a partner.

	Children	Teens	Young adults	Middle-aged people	Older people
aerobics					
bicycling					
bowling					
golf					
karate					
swimming					
tennis					
volleyball					
yoga					

B PAIR WORK Which activities in part A are used with do, go, or play?

do aerobics	go bicycling	play golf
	THE RESIDENCE OF THE PROPERTY	and the second of the second o



How often do you exercise?

Cycle 1, Exercises 1-9



SNAPSHOT

Learning Objectives: talk about sports and fitness; learn sports and fitness vocabulary

Books closed. Introduce the topics of sport and fitness.
 Ss brainstorm sports and fitness activities. Write Ss' ideas in two columns on the board:

Sports

Fitness activities

baseball

logging

soccer

weight training

basketball

walking

TIP To make new vocabulary easy for your Ss to copy, make a vocabulary list on one side of the board. Add new words to the list throughout the class.

- Ask Ss to guess the sports and fitness activities people from the U.S. like best. (Answers: basketball, walking)
- Books open. Ss look at the Snapshot and compare their guesses. Ask: "Who guessed right?"

In Unit 6, students discuss sports, exercise, and leisure activities. In Cycle 1, they talk about sports and exercise using adverbs of frequency. In Cycle 2, they talk about leisure activities using questions with how and short answers.

• Elicit or explain any new vocabulary. Help Ss with the pronunciation of difficult words (e.g., weight, treadmill). If needed, explain that American football is different from international football. Players use their hands, throw and run with the ball, and wear safety equipment. In the U.S, international football is called soccer.

Vocabulary

softball: a sport similar to baseball but with a bigger, softer ball

weight training: lifting weights to become stronger treadmill: a machine for walking or running stretching: extending or making your arms and legs longer

- Go over the discussion questions and tasks.
- Ss complete the tasks individually. Go around the class and give help as needed. Then elicit Ss' answers.

2

WORD POWER

Learning Objectives: Discuss types of sports and exercise; learn collocations with do, go, and play

A

- Go over the activities in the chart. In pairs, Ss match the activities to the icons. Give help as needed.
- Explain and model the task. Ask: "What age groups like aerobics?" Point out that there is no correct answer.
- While Ss complete the task individually, write this conversation on the board:
 - A: What age groups like (aerobics)?
 - B: I think it's popular with (young adults).
 - A: I agree OR I don't really agree. I think it's popular with (teens).
- Model the conversation with one or two Ss. Then Ss use the model conversation to compare answers in pairs.

B Pair work

- Present the rules for these collocations:
 go + activities ending in -ing, except weight training
 play + games, such as sports played with a ball
 do + fitness activities and individual exercises
- Ss complete the task in pairs. To check answers, write the verbs do, go, and play on the board. Ask different Ss to write the answers. Give help as needed.

Answers

do aerobics karate yoga go bicycling bowling swimming play golf tennis volleyball

- Option: Ss circle the activities and sports they enjoy.
 Then they compare with a partner.
- For more practice with sports and exercise vocabulary, play Sculptures download it from the website.

CONVERSATION

Learning Objectives: practice a conversation about exercise; see adverbs of frequency in context

A @ [CD 2, Track 1]

- Use the picture to set the scene. Ask: "Where are Paul and Marie? What are they doing? What do you think they like to do in their free time?"
- Books closed. Write these sentences on the board:
 - Paul goes bicycling often.
 - 2. Marie exercises every day.

Ask: "Are these sentences true or false?" Play the audio program and elicit the answers. (Answers:

- 1. false 2. false) Elicit the correct answers. (Answers:
- 1. swimming 2. hardly ever)
- Elicit or explain any new vocabulary.

Vocabulary

Seriously?: Really?

couch potato: a person who watches a lot of TV and is not very active

- Books open. Play the audio program again. Ss listen and read silently. Ask: "Are you more like Marie or Paul?" Elicit Ss' answers.
- · Ss practice the conversation in pairs.
- For a new way to practice this Conversation, try the
- Moving Dialog download it from the website.

B @ [CD 2, Track 2]

- Read the focus question aloud. Ask Ss to make guesses. Write their ideas on the board.
- · Play the audio program. Then elicit the answer.

AudioScript

Marie What else do you like to do, Paul?

Paul Well, I like video games a lot. I play them every day.

It drives my mom crazy!

Marie Mary I play video games all the time too.

Marie Hey, I play video games all the time, too.

Paul Well, listen, I have some great new games. Why
don't we play some after class today?

Marie OK!

Answers

He plays video games.

4

GRAMMAR FOCUS

Learning Objectives: practice adverbs of frequency; ask and answer questions using adverbs of frequency

© [CD 2, Track 3]

Adverbs of frequency

- " Write these sentences on the board:
 - get up early
 - go swimming.
 - _____exercise
 - I____just watch TV.
- Ask Ss to find the missing words in the Conversation in Exercise 3 and write them on the board. (Answers: almost always, often, hardly ever, usually) Explain that these are adverbs of frequency. Point out that they go before most verbs. Focus Ss' attention on the second column of the Grammar Focus box.
- On the board, write: I'm always late. Point out that adverbs of frequency go after the verb be.
- Point out the third column. Explain that percentages show how often something happens.
- Now focus Ss' attention on the first column. Ask:
 "Where do these adverbs go?" (Answer: at the end of a statement or question)
- Play the audio program.

A

- Explain the task. Model the first example. Ss complete the task individually.
- · Ss practice the conversations in pairs.

Answers

- 1. A: Do you ever play sports?
 - B: Sure. I play soccer twice a week.
- A: What do you usually do on Saturday mornings?
 B: Nothing much. I almost always sleep until noon.
- 3. A: Do you often do aerobics at the gym?
 - B: No, I hardly ever do aerobics.
- 4. A: Do you always exercise on Sundays?
- B: No, I never exercise on Sundays.
- 5. A: What do you usually do after class?
 - B: I go out with my classmates about three times a week

B Pair work

- Explain the task. Ss ask and answer the questions in part A in pairs, using their own information.
- For more practice with adverbs of frequency, play

 Tic-Tac-Toe download it from the website. Write
 different adverbs of frequency in the nine boxes.

CONVERSATION I hardly ever exercise.

A Section 2 Listen and practice.

Marie: You're really fit, Paul. Do you exercise a lot?

Paul: Well, I almost always get up early, and

Hift weights for an hour.

Marie: Seriously?

Paul: Sure. And then I often go swimming.

Marie: Wow! How often do you exercise like that?

Paul: About five times a week. What about you?

Marie: Oh, I hardly ever exercise. I usually just watch TV in my free time. I guess I'm a

real couch potato!

Listen to the rest of the conversation. What else does Paul do in his free time?



GRAMMAR FOCUS

Adverbs of frequency 💿

How often do you exercise?

I lift weights every day.

I go jogging once a week.

I play soccer twice a month.

I swim about three times a year.

I don't exercise very often/much.

Usually I exercise before work.*

Do you ever watch TV in the evening?

Yes, I often watch TV after dinner. I sometimes watch TV before bed.

Sometimes I watch TV before bed.*

I hardly ever watch TV.

No, I never watch TV.

*Usually and sometimes can begin a sentence.

almost always usually often sometimes hardly ever almost never

never

Put the adverbs in the correct place. Then practice with a partner.

1. A: Do you play sports? (ever)

B: Sure. I play soccer. (twice a week)

2. A: What do you do on Saturday mornings? (usually)

B: Nothing much. I sleep until noon. (almost always)

3. A: Do you do aerobics at the gym? (often)

B: No, I do aerobics. (hardly ever)

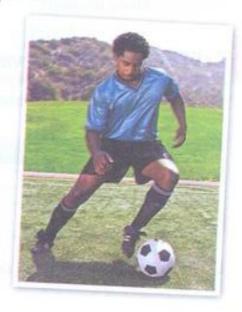
4. A: Do you exercise on Sundays? (always)

B: No, I exercise on Sundays. (never)

5. A: What do you do after class? (usually)

B: I go out with my classmates. (about three times a week)

B PAIR WORK Take turns asking the questions in part A. Give your own information when answering.



PRONUNCIATION Intonation with direct address

A C Listen and practice. Notice these statements with direct address. There is usually falling intonation and a pause before the name.

You're really fit, Paul.

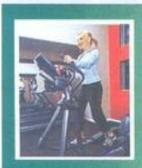
You look tired, Marie.

I feel great, Dr. Lee.

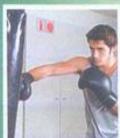
B PAIR WORK Write four statements using direct address. Then practice them.

6 SPEAKING Fitness poll

A GROUP WORK Take a poll in your group. One person takes notes. Take turns asking each person these questions.



Do you have
 a regular
 fitness
 program?
 How often do



2. Do you ever go to a gym? How often do you go? What do you do there?



3. Do you play any sports? Which ones? How often do you play them?



4. Do you ever take long walks? How often? Where do you go?



5. What else do you do to keep fit?

B GROUP WORK Study the results of the poll. Who in your group has a good fitness program?

LISTENING In the evening

A Complete the chart.
Listen to three people discuss what they like to do in the evening.
Complete the chart.

(del)G	Activity	How often?
Justin		
Carrie		
Marcos		

B C Listen again. Who is most similar to you – Justin, Carrie, or Marcos?

10 PRONUNCIATION

Learning Objectives: notice intonation with direct address; learn to sound natural when using direct address

[CD 2, Track 4]

- Play the audio program. Use gestures to demonstrate falling intonation. Elicit or explain that direct address statements end with falling intonation.
- Play the audio program again. Ss repeat the statements individually.

B Pair work

- Explain the task and model it by writing an example statement.
- Ss write four statements in pairs. Then they practice them. Go around the class and check Ss' intonation.

6

SPEAKING

Learning Objective: talk about fitness using How often and adverbs of frequency

A Group work

Focus Ss' attention on the title. Explain that a poll has two parts. First everyone answers the same questions. Then you compare and summarize the answers. In small groups, Ss take turns asking each other questions. One S takes notes. Go around the class and give help as needed.

B Group work

Ss compare the results of their poll and decide who
has a good fitness program. Then one S in each group
reports the information to the class.

7

LISTENING

Learning Objective: develop skills in listening for key words and specific information

A (CD 2, Track 5)

- Set the scene. Three people are talking about their favorite evening activities. Have Ss brainstorm things people do in the evening.
- Explain the task. Ss listen only for favorite activities and complete the first column in the chart. Write the chart on the board.
- Play the audio program. Ss complete the task individually and compare their answers in pairs. Ask different Ss to write the answers on the board.
- Explain the task. Ss listen only for how often Justin, Carrie, and Marcos do the activities. Ss complete the second column.
- Play the audio program again. Ss complete the task individually and compare their answers in pairs. Ask different Ss to write the answers on the board.

TIP If Ss have difficulty understanding the audio program, try to find out where they have difficulty. Replay that part of the program and ask what they hear.

Carrie Well, you are in great shape. Justin Thanks!

Marcos You're in great shape, too, Carrie.

Carrie Oh, thanks, Marcos. I usually go to the gym and do yoga in the evenings. I love it! My friends and I take a yoga class there.

Justin How often do you go?

Carrie Three times a week. And what about you, Marcos? Do you ever go to the gym in the evenings? Marcos Actually, I don't exercise very much. But I go bowling about twice a month. But I'm not very good.

Answers

Justin swimming
Carrie yoga
Marcos bowling

How often? twice a week three times a week twice a month

B (CD 2, Track 6)

 Play the audio program. Ss listen to find out who is most similar to them. Then they discuss their answers in pairs or small groups.

AudioScript

Carrie So, what do you usually do in the evening, Justin?
Justin I exercise a lot. I like to go swimming after work.
Carrie Yeah? How often do you go swimming?
Justin Twice a week – on Tuesdays and Thursdays.

BISCUSSION

Learning Objective: discuss sports and athletes using adverbs of frequency

Group work

- Focus Ss' attention on the picture. Ask: "Who is he? What is he doing? Who is she? What is she doing?" (Answers: Lionel Messi, playing soccer; Serena Williams, playing tennis)
- Explain that you want Ss to discuss the questions for ten minutes. Point out that it's important to speak fluently, so it's OK to make errors.
- Ss take turns asking and answering the questions in small groups. Go around the class and ask follow-up questions.

9

WRITING

Learning Objective: write about favorite activities using the simple present and adverbs of frequency

A

- Explain the task. Point out that Ss can write about any favorite activities, not just sports. Ss read the example paragraph silently.
- Ss make notes about favorite activities individually.
- Ss write a paragraph based on their notes. Remind Ss to include one false piece of information.
- For a new way to teach this Writing, try Pass the Paper – download it from the website.

B Group work

 Explain the task and read the example question. Ss read each other's descriptions and write guesses about which activity is false. Then they ask each other to check their guesses.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Cycle 2, Exercises 10-14

10

CONVERSATION

Learning Objectives: practice a conversation about fitness; see questions with how and short answers in context

A @ [CD 2, Track 7]

- Ss cover the text and look at the picture. Elicit ideas and vocabulary.
- Write this focus question on the board:
 Do Ruth and Keith usually play tennis together?
- Then play the audio program and elicit the answer.
 (Answer: no)
- Write these focus questions on the board:
 - How often does Kelth do aerobics?
 - 2. How well does Keith play tennis?
 - 3. How good is Ruth at tennis?
- Play the audio program again and elicit the answers.
 (Answers: 1. twice a week 2. pretty well
 3. not very good)
- Option: Have Ss close their eyes as they listen to the audio program.

 Ss read the conversation silently. Then they practice the conversation in pairs.

B @ [CD 2, Track 8]

 Read the focus question and ask Ss to guess who wins. Then play the audio program. Ss listen to find the answer.

AudioScript

Ruth Good game, Keith.

Keith Thanks. You, too. And congratulations on the win. You play pretty well.

Ruth Oh, no, not really.

Keith How often do you play?

Ruth Once or twice a year. I'm just lucky today, I guess. Want to play another game?

Keith Um... sure. After a five-minute break.

Answers

Ruth is the winner.

8 DISCUSSION Sports and athletes

GROUP WORK Take turns asking and answering these questions.

Who's your favorite male athlete? Why?
Who's your favorite female athlete? Why?
Who are three famous athletes in your country?
What's your favorite sports team? Why?
Do you ever watch sports on TV? Which ones?
Do you ever watch sports live? Which ones?
What are two sports you don't like?
What sport or activity do you want to try?



WRITING About favorite activities

A Write about your favorite activities. Include one activity that is false.

I love to exercise! I usually work out every day. I get up early in the morning and go jogging for about 30 minutes. Then I often go to the gym and do yoga. Sometimes I play tennis in the afternoon. I play . . .

B GROUP WORK Take turns reading your descriptions. Can you guess the false information?

"You don't play tennis in the afternoon. Right?"

10 CONVERSATION I'm a real fitness freak.

A C Listen and practice.

Ruth: You're in great shape, Keith.

Keith: Thanks. I guess I'm a real

fitness freak.

Ruth: How often do you work out?

Keith: Well, I do aerobics twice a week. And I play tennis every week.

Ruth: Tennis? That sounds like a lot of fun.

Keith: Oh, do you want to play sometime?

Ruth: Uh, ... how well do you play?

Keith: Pretty well, I guess.

Ruth: Well, all right. But I'm not very good.

Keith: No problem. I'll give you a few tips.

B C Listen to Keith and Ruth after their tennis match. Who's the winner?



Questions with how; short answers @

How often do you work out?
Every day.
Twice a week.
Not very often.

How long do you spend at the gym?
Thirty minutes a day.
Two hours a week.
About an hour on weekends.

How well do you play tennis?
Pretty well.
About average.
Not very well.

How good are you at sports?
Pretty good.
OK.
Not so good.



Complete these questions. Then practice with a partner.

- B: I guess I'm pretty good. I often play on weekends.

 A: _______spend online?

 B: About an hour after dinner. I like to chat with my friends.

 B: Once or twice a month. It's a good way to relax.

 A: ______swim?
- **B** GROUP WORK Take turns asking the questions in part A. Give your own information when answering.

B: Not very well. I need to take swimming lessons.



12 LISTENING I'm terrible at sports.

Listen to Dan, Jean, Sally, and Phil discuss sports and exercise. Who is a couch potato? a fitness freak? a sports nut? a gym rat?



a couch potato



a fitness freak



a sports nut



a gym rat

3.

1

13 INTERCHANGE 6 Do you dance?

2.

Find out what your classmates can do. Go to Interchange 6 on page 120.

40 • Unit 6

III GRAMMAR FOCUS

Learning Objective: practice questions with how and short answers

[CD 2, Track 9]

Questions with how

 Books closed. Write these questions and answers on the board in two columns:

A

В

How often do you work out? How long do you spend at the aym? Pretty well. Twice a week.

How well do you play tennis? No How good are you at sports? Tw

Not very good. Two hours a week.

- · Ss match the questions in A with the answers in B.
- Books open. Ss check their answers in the Grammar Focus box.
- Focus Ss' attention on the first column of the Grammar Focus box. Elicit or explain the difference between how often and how long (how often = with what frequency, how long = in how much time).
- Focus Ss' attention on the second column. Ask: "How are how well and how good different?" (They have the

same meaning, but good is an adjective and well is an adverb. Use how good with be and how well with other verbs.)

Short answers

- Point out that answering in complete sentences sounds unnatural. Therefore, people use short answers.
- · Play the audio program.

A

- Explain the task. Ss work individually to complete the questions. Check Ss' work as they finish. Ask Ss with correct questions to write them on the board.
- Ss check answers against the board. Then they practice the conversations in pairs.

Answers

- A: How good are you at volleyball?
- 2. A: How long do you spend online?
- 3. A: How often do you play chess?
- 4. A: How well can you swim?

B Group work

 Explain the task. Ss take turns asking and answering the questions in small groups.

12 LISTENING

Learning Objective: develop skills in listening for details and inferencing

[CD 2, Track 10]

- Books closed. Set the scene. Four friends (Dan, Jean, Sally, and Phil) are talking about sports and exercise.
- · Play the audio program.
- Books open. Focus Ss' attention on the pictures and read the captions aloud. Ask: "What do you think each type of person is like?"
- Play the audio program again. Have Ss identify the four people.
- . Go over answers with the class.

AudioScript

Jean How good are you at sports, Dan?

Dan Are you kidding? I'm terrible! But I love to watch
sports. I go to baseball games all the time. My favorite
team is the Tigers. And I buy three or four different
sports magazines every week.

Jean Wow!

Phil Do you like sports, Jean?

Jean Oh, yes. I like to exercise. But I don't watch sports very much, and I never buy sports magazines.

Phil How much time do you spend exercising?

Jean Well, I guess I exercise about two or three hours a day. I do aerobics at home three times a week, and the other days I go swimming. Oh, and sometimes I go bicycling.

Phil That's great! Sally, you're in great shape, too.

Sally Thanks. I go to the gym six days a week.

Jean Six days a week? Wow!

Sally 1 love the gym. I run on the treadmill and then do weight training for about an hour.

Dan And what about you, Phil?

Phil Oh, I'm too lazy to play sports – I really hate exercising. And I almost never go to any sporting events. In my free time, I like to sit with my feet up and watch my favorite TV shows.

Answers

1. Phil 2. Jean 3. Dan 4. Sally

INTERCHANGE 6

See page T-120 for teaching notes.

14 READING

Learning Objectives: read and complete a health and fitness quiz; develop skills in skimming and making inferences

- Read the title. Ask: "What is this? How is it different from a quiz in class?" Elicit ideas.
- Tell Ss to look over the quiz. Ask: "Where can you find this kind of quiz? What is the quiz about?" (Answers: in a magazine or newspaper, health and fitness)
- Point out the pre-reading question. Then Ss skim the questions in the quiz. Ask Ss to write down the score they think they're going to get.

A

- Explain the task. Read the first question and ask Ss to check (✓) the answer that is true for them.
- Ss read the quiz individually and check (✓) their answers.
- Option: Ss work in pairs and take turns asking each other the questions. They complete the quiz for each other.
- Go around the class and elicit or explain any new vocabulary.

Vocabulary

meal: breakfast, lunch, or dinner servings: portions of food junk food: food that is not good for you vitamins: nutritional supplements, usually in a pill average: medium; usual

- Ss add up their points. Then they read the Rate yourself section.
- Ask: "Are the points the same as you guessed? More than you guessed? Fewer than you guessed? Do you agree with your score? Why or why not?"
- Option: Ss give the quiz to friends or family members for homework. Then they share the results in class.

B Group work

- Ss compare their scores in small groups. Ask Ss to list five things they can do to improve their health and fitness. Point out that they can use ideas from the quiz.
- Each group joins another group and shares ideas. Then elicit ideas from the groups.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

How healthy and fit do you think you are? Skim the questions below

1. How many meals do you eat each day?	Points
Four or five small meals	5
Three meals	3
One or two big meals	0
2. How often do you eat at re times during the day?	gular
Almost always	5
Usually	3
Hardly ever	0
How many servings of fruit vegetables do you eat each	
Five or more	5
One to four	3
None	0
4. How much junk food do y	ou eat?
Very little	5
About average	3
A lot	0
5. Do you take vitamins?	
Yes, every day	5
Sometimes	3
☐ No	0
Your Fitness	

7. Which best describes your exercise program?	Points
Both weight training and	
aerobic exercise	5
Either weight training or	
aerobic exercise	3
None	0
8. How important is your fitnes program to you?	s
☐ Very important	5
Fairly important	3
Not very important	0
Your Health	
9. How often do you get a	

Your Fitness	usati aka
6. How often do you exercise or play a sport?	Points
Three or more days a week	5
One or two days a week	3
Never	0

	low often do you get a hysical exam?	Points
	Once a year	5
	Every two or three years	3
	Rarely	0
10. H	low often do you sleep wel	1?
	Always	5
	Usually or sometimes	3
	Hardly ever or never	0

Rate yourself TOTAL POINTS 42 to 50: Excellent job! Keep up the good world 28 to 41: Good! Your health and fitness are above 15 to 27: Your health and fitness are a little below average. 14 or below: You can improve your health and fitness.

Take the quiz and add up your score. Is your score similar to your original guess? Do you agree with your quiz score? Why or why not?

B GROUP WORK Compare your scores. Who is the healthiest and fittest? What can you do to improve your health and fitness?

Units 5–6 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

1 conseque	Very well	OK	A little
Ask about and describe present activities (Ex. 1, 2, 3) Describe family life (Ex. 3)	0	00	
Ask for and give personal information (Ex. 3)	Ö	ĕ	ğ
Give information about quantities (Ex. 3) Ask and answer questions about free time (Ex. 4)			
Ask and answer questions about routines and abilities (Ex. 4)	Ō		

LISTENING What are they doing?

A C Listen to people do different things. What are they doing? Complete the chart.

B PAIR WORK Compare your answers.

A: In number one, someone is watching TV.

B: I don't think so. I think someone is . . .

	What are they doing?
1.	
2.	
3.	1
4.	

2 GAME Memory test

GROUP WORK Choose a person in the room, but don't say who! Other students ask yes/no questions to guess the person.

A: I'm thinking of someone in the classroom.

B: Is it a woman?

A: Yes, it is.

C: Is she sitting in the front of the room?

A: No, she isn't.

D: Is she sitting in the back?

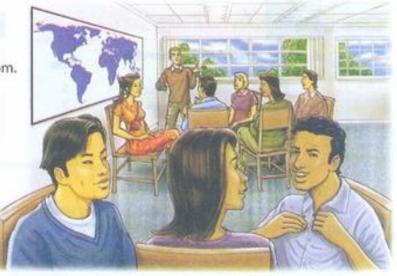
A: Yes, she is.

E: Is she wearing jeans?

A: No, she isn't.

B: Is it ...?

The student with the correct guess has the next turn.



Units 5-6 Progress check

SELF-ASSESSMENT

Learning Objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 5 and 6?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) a little.
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 - 1. Ask Ss to complete all the exercises.
 - Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 - Ask Ss to choose and complete exercises based on their Self-assessment.



LISTENING

Learning Objective: assess one's ability to understand and describe present activities

A @ [CD 2, Track 11]

- Explain the task. Ss will hear four sounds of people doing different things. Ss guess what the person is doing and write sentences using the present continuous.
- Model the task. Ask Ss to close their eyes. Then do something that makes a distinctive sound (e.g., write on the board, sharpen your pencil). Ask: "What am I doing?" Ss answer in the present continuous (e.g., You're writing on the board.).

 Play the audio program once or twice. Ss listen and complete the chart. Help with vocabulary as needed.

Possible answers

- 1. Someone is playing a video game.
- 2. Someone is exercising.
- 3. Someone is bowling.
- 4. Someone is driving.

B Pair work

- Explain the task. Model the example conversation with a S. Elicit different ways of agreeing and disagreeing.
- Ss compare answers in pairs. Go around the class and check Ss' use of the present continuous.



GAME

Learning Objectives: assess one's ability to ask and answer questions about present activities; assess one's ability to describe present activities

Group work

- Explain the task. Ss work in small groups. One S chooses a person in the room. The other Ss take turns asking present continuous yes/no questions until they guess the person's identity. The S who guesses correctly has the next turn.
- Model the example conversation. Take the role of Student A and ask other Ss to take the roles of Students B, C, D, and E.
- · Ss play the game in small groups.

SURVEY

Learning Objectives: assess one's ability to describe present activities; assess one's ability to describe family life; assess one's ability to ask for and give personal information; assess one's ability to give information about quantities

A Group work

- · Explain the task and read the instructions aloud.
- Ss read the questions in small groups. Then, as a group, they add two more yes/no questions about family life. Encourage Ss to use both the simple present and the present continuous.
- Explain the task. Ss take turns asking and answering the questions. They write the number of yes and no answers in the correct columns. Remind Ss to include their own answers.

B Group work

- Explain the task. For each question, Ss add up the number of yes/no responses in their group. Then they write a sentence to describe the group's responses using determiners (e.g., most, some, a few, all).
- Ss complete the task in groups. Then they read their sentences to the class.
- . Option: Complete the activity as a class.



DISCUSSION

Learning Objectives: assess one's ability to ask and answer questions about free time; assess one's ability to ask and answer questions about routines and abilities

Group work

- Explain the task. Ss choose three questions and check (✓) them individually. Then they ask each other the questions in small groups. When someone answers "yes," the S must add at least one follow-up question, including how questions (e.g., how well, how often, how good).
- Option: Ss think of their own questions beginning with Do you ever...?
- Ask four Ss to read the example conversation. Elicit other possible follow-up questions.
- Ss complete the task. Go around the class and check for use of follow-up questions.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"
- Ask Ss to underline one thing they need to review.
 Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

SURVEY Family life

A GROUP WORK Add two more yes/no questions about family life to the chart. Then ask and answer the questions in groups. Write down the number of "yes" and "no" answers. (Remember to include yourself.)

THE RESERVE OF THE PERSON NAMED IN	Number of "yes" answers	Number of "no" answers
Are you living with your family?		
2. Do your parents both work?	1	
3. Do you eat dinner with your family?		
4. Are you working these days?		
5. Are you married?	***************************************	(1011000000000000000000000000000000000
6. Do you have any children?		
7	311111111111111111111111111111111111111	
8.	400000000000000000000000000000000000000	

- **B** GROUP WORK Write up the results of the survey. Then tell the class.
 - 1. In our group, most people are living with their family.
 - 2. Few of our parents both work.

DISCUSSION Routines and abilities

GROUP WORK Choose three questions. Then ask your questions in groups. When someone answers "yes," think of other questions to ask.

				_
Do	WOU	ever		7
Bur 164	7	Am W. San E.	-	

- sing karaoke
- listen to English songs
- chat online
- do weight training
 - play golf
- play video games
- cook for friends
- go swimming
- watch old movies

A: Do you ever sing karaoke?

- B: Yes, I often do.
- C: What song do you like to sing?
- B: "I Love Rock 'n' Roll."
- A: When do you sing karaoke?
- B: In the evenings.
- C: How often do you go?
- B: Every weekend!
- D: How well do you sing?
- B: Not very well. But I have a lot of fun!



WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Unit 7 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot		SSD Unit 7 Vocabulary 1
	2 Conversation		SSD Unit 7 Speaking 1
	3 Grammar Focus		SB Unit 7 Grammar Plus focus 1 SSD Unit 7 Grammar 1–2 ARC Simple past 1–2
	4 Pronunciation	esso was near mer application and t	S significant for the second second
CYCLE	5 Word Power	TSS Unit 7 Vocabulary Worksheet	SSD Unit 7 Vocabulary 2
	6 Discussion		Elemental regularity and the best
	7 Listening		
	8 Interchange 7	name and an angle of the control	WB Unit 7 exercises 1–6
	9 Conversation		SSD Unit 7 Speaking 2
	10 Grammar Focus	TSS Unit 7 Grammar Worksheet TSS Unit 7 Listening Worksheet TSS Unit 7 Extra Worksheet	SB Unit 7 Grammar Plus focus 2 SSD Unit 7 Grammar 3 ARC Past of be
7	11 Discussion	Harata and the second	ARC Simple past and Descriptions of vacations
7 77	12 Writing	TSS Unit 7 Writing Worksheet	- Springer man doctor gave many or
9	13 Listening		
	14 Reading	755 Unit 7 Project Worksheet VID Unit 7 VRB Unit 7	SSD Unit 7 Reading 1–2 SSD Unit 7 Listening 1–2 SSD Unit 7 Video 1–3 WB Unit 7 exercises 7–11

WD: Video DVD

WB: Workbook

VRB: Video Resource Book

	in class	My students are using these materials outside the classroom
Stoll Collection	The tennest home	
	Interior was to the V	
	17576	
	Walter Teller	
	Maria	
	ENCRE DO NOT	
	Marine Street,	LICE BLANCE SCHOOL STATES AND ADDRESS OF THE PERSON SERVICES OF THE
A PROPERTY OF		
Sharket and	A CONTRACTOR OF THE	ar manifera, mar or constant on the sent
		The second residence in the second se
With or instead of the	I am using these materials	The section of the se

With or instead of the following SB section	I am using these materials for assessment			
HARDS				

We had a great time!

SNAPSHOT



Source: The Horris Poll

Check (1) the activities you do in your free time. List three other activities you do in your free time. What are your favorite leisure-time activities?

CONVERSATION Did you do anything special?

🙏 💿 Listen and practice.

Rick: So, what did you do last weekend, Meg?

Meg: Oh, I had a great time. I went to a karaoke bar and sang with some friends on Saturday.

Rick: How fun! Did you go to Lucky's?

Meg: No, we didn't. We went to that new place downtown. How about you? Did you go anywhere?

Rick: No, I didn't go anywhere all weekend.

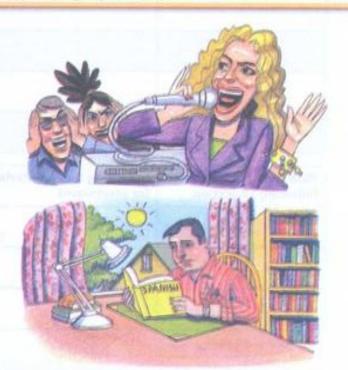
I just stayed home and studied for today's

Spanish test.

Meg: Our test is today? I forgot about that!

Rick: Don't worry. You always get an A.

B C Listen to the rest of the conversation. What does Meg do on Sunday afternoons?



We had a great time!

Cycle 1, Exercises 1-8



SNAPSHOT

Learning Objective: learn vocabulary for discussing leisure activities

- Books closed. Ask: "What do you do in your free time?" Help with vocabulary as needed. Write Ss' responses on the board.
- Option: Ask Ss to guess the top eight leisure activities in the U.S. Later, Ss compare their ideas with the Snapshot.
- Books open. Ask different Ss to read the leisure activities aloud. Point out that these are the top eight leisure activities in the U.S. Elicit or explain any new vocabulary.

In Unit 7, students discuss daily, leisure, and vacation activities. In Cycle 1, they talk about daily and leisure activities using the simple past with both regular and irregular verbs. In Cycle 2, they talk about vacations using the past tense of be.

- Ask: "Does anything on this list surprise you? What?" Elicit Ss' answers.
- Read and explain the three tasks. Point out that, for the last task, Ss should list the activities starting with their favorite.
- Ss complete the tasks individually. Go around the class and give help as needed.
- · Elicit Ss' responses.
- Option: Use Ss' responses to make a list of the top eight activities for the class.
- For a new way to practice the Snapshot vocabulary, try

 Vocabulary Steps download it from the website.



CONVERSATION

Learning Objectives: practice a conversation about weekend activities; see the simple past in context

A @ [CD 2, Track 12]

- Set the scene. Rick and Meg are talking about their weekends. Ask Ss to use the pictures to predict what each person did. Elicit or explain vocabulary in the pictures (e.g., karaoke).
- Option: Ss list all the words they can see in the pictures. Find out who has the most words.
- Books closed. Write these focus questions on the board:
 - 1. What did Meg do on Saturday?
 - 2. What did Rick do?
- Play the audio program. Ss listen for the answers. Then elicit the answers. (Answers: 1. She went to a karaoke bar and sang with some friends. 2. He stayed home all weekend and studied for the Spanish test.)
- Books open. Play the audio program again. Ss listen and read silently.
- Ss practice the conversation in pairs. Go around the class and give help as needed.
- For a new way to practice this Conversation, try the Disappearing Dialog – download it from the website.

B (CD 2, Track 13)

- Read the focus question aloud. Ask Ss to guess. Write some of their ideas on the board.
- Play the audio program. Ss work individually. Then go over the answer with the class.

AudioScript

Rick So, Meg, what did you do on Sunday?
Meg I stayed home in the morning. I just watched TV and read.

Rick How about in the afternoon?

Meg Oh, I worked. I have a part-time job at the university bookstore.

Rick I didn't know you had a job.

Meg Yeah, I'm a cashier there. I work every Sunday from 2:00 to 5:00.

Answers

She stayed home in the morning. She watched TV and read. She worked in the afternoon.

For more practice talking about last weekend's activities, play the *Chain Game* – download it from the website.

TIP To help Ss who are weak at listening, write the answers on the board. That way, they can see the answers.

GRAMMAR FOCUS

Learning Objective: practice simple past questions, short answers, and regular and irregular verbs



(CD 2, Track 14)

Simple past questions with did

 Focus Ss' attention on the Conversation on page 44. Ask Ss to find three questions with did. Then write them on the board. (Answers: What did you do last weekend? Did you go to Lucky's? Did you go anywhere?)

Use a different color for target features (e.g., did + verb). This helps Ss visualize the grammar pattern.

 Point out the questions in the Grammar Focus box. Elicit the rules for forming yes/no and Wh-questions in the simple past: Did + subject + verb?

Wh-question + did + subject + verb?

- Elicit more examples and write them on the board.
- · Play the audio program. Have Ss repeat the questions and responses.

Regular and irregular verbs

· Point out the regular and irregular verbs to the right of part A. Then draw this chart on the board:

Regular verbs work - worked invite - invited

Irregular verbs do-did drive - drove

- Focus Ss' attention on the Conversation on page 44 again. Ask Ss to find the simple past forms of stay and study. (Answers: stayed, studied) Ask a S to write them on the board in the Regular column. Then ask Ss to find and circle the simple past of sing and forget. (Answers: sang, forgot) Ask a different S to write them in the Irregular column.
- Have Ss turn to the appendix at the back of the book. Tell them to use this list as needed.
- . Option: Ask Ss to look for patterns in the list of irregular verbs (e.g., $i \rightarrow a$: $sit \rightarrow sat$, $swim \rightarrow swam$, $drink \rightarrow drank$).

Some Ss like to repeat things aloud. Others prefer to mouth words or sentences silently. Help Ss find learning styles they prefer.



- · Explain the task. Model the first conversation with a strong S. Then model it with a different S.
- · Ss complete the task individually. Go over answers with the class.

Answers

1. A: Did you stay home on Saturday?

B: No, I called my friend. We drove to a café for lunch.

2. A: How did you spend your last birthday?

B: I had a party. Everyone enjoyed it, but the neighbors didn't like the noise.

3. A: What did you do last night?

- B: I saw a 3-D movie at the Cineplex. I loved it!
- 4. A: Did you do anything special over the weekend?
 - B: Yes, I did. I went shopping. Unfortunately, I spent all my money. Now I'm broke!

5. A: Did you go out on Friday night?

- B: No, I didn't, I invited friends over, and I cooked dinner for them.
- Ss practice the conversations in pairs.

B Pair work

- · Explain the task. Then model it by asking different Ss to ask you the questions in part A. Give your own responses.
- · Point out that Ss can avoid answering a question by saying I'd rather not say. They can also make up answers.
- Ss complete the task in pairs.
- For more practice with regular and irregular verbs, play Bingo - download it from the website.



PRONUNCIATION

Learning Objective: notice the reduction of did you; learn to sound natural when asking did you questions

A C [CD 2, Track 15]

- · Play the audio program. Ss listen for the reduction of did you.
- · Play the audio program again. Ss practice saying the questions with reductions.
- · Tell different Ss to ask the questions. Check their use of reduced forms.

B Pair work

 Explain and model the task. Ss complete the task in pairs. Go around the class and check Ss' use of reductions.

Simple past 💿

Did you work on Saturday? Yes, I did, I worked all day. No, I didn't. I didn't work at all.

What did Rick do on Saturday? He stayed home and studied for a test.

Did you go anywhere last weekend? Yes, I did. I went to the movies. No, I didn't. I didn't go anywhere. How did Meg spend her weekend? She went to a karaoke bar and sang with some friends.

Complete these conversations. Then practice with a partner.

١.	A:	you (stay) home on Saturday?
		No, I (call) my friend. We (drive) to a café for lunch.
2.	A:	How you (spend) your last birthday?
	B:	I
3.	A:	What you (do) last night?
		I (see) a 3-D movie at the Cineplex. I (love) it!
4.	A:	you (do) anything special over the weekend
	B:	Yes, I
5.	A:	vou (go) out on Friday night?

.1 (invite) friends over,

	o i u	verbs
work -	-	worked
invite -	-	invited
study -	-	stud ied
stop -	-	stopped

do - did drive -- drove have -> had go → went sing -> sang see → saw

irregular verbs

B PAIR WORK Take turns asking the questions in part A. Give your own information when answering.

and I (cook) dinner for them.

A: Did you stay home on Saturday?

B: No, I didn't. I went out with some friends.

PRONUNCIATION Reduction of did you

Listen and practice. Notice how did you is reduced in the following questions.

[did39] Did you have a good time? [wədidʒə]

[haudid3ə]

What did you do last night? How did you like the movie?

B PAIR WORK Practice the questions in Exercise 3, part A again. Pay attention to the pronunciation of did you.

WORD POWER Chores and activities

A Find two other words or phrases from the list that usually go with each verb.

a lot of fun dancing a good time shopping a vacation the bed the dishes the laundry a trip a video

do	my homework		
00	online	***************************************	
go			
have	a party		
make	a phone call		
muke			
take	a day off		

- B Circle the things you did last weekend. Then compare with a partner.
- A: I went shopping with my friends. We had a good time.
- B: I didn't have a very good time. I did the laundry and . . .

6 DISCUSSION Any questions?

GROUP WORK Take turns. One student makes a statement about the weekend. Other students ask questions. Each student answers at least three questions.

- A: I went dancing on Saturday night.
- B: Where did you go?
- A: To the Rock-it Club.
- C: Who did you go with?
- A: I went with my friends.
- D: What time did you go?
- A: We went around 10:00.



LISTENING What did you do last night?

B Listen again. Who had a good time? Who didn't have a good time? Why or why not?

Who ?	John	Laura
went to a party		
had a good meal		
watched a video		
met an old friend		
got home late		

5 WORD POWER

Learning Objectives: learn vocabulary for chores and activities; learn collocations with do, go, have, make, and take

A

- Copy the chart onto the board. Explain the task.
- Ss complete the task in pairs. Go around the class and give help with new vocabulary.
- Option: Allow Ss to use dictionaries.
- Ask different Ss to write their answers on the board. Give help with any collocations they don't know.

Answers

do	my homework	the dishes	the laundry
go	online	dancing	shopping
have	a party	a good time	a lot of fun
make	a phone call	the bed	a video
take	a day off	a trip	a vacation

В

Explain the task. Model the conversation with a S.
Then Ss complete the task and compare with a partner.

6 DISCUSSION

Learning Objectives: discuss activities using the simple past; develop the skill of asking follow-up questions

Group work

- · Model the example discussion with four Ss.
- Point out that a good listener shows interest in a conversation by asking follow-up questions.
- Ss complete the activity in groups. Remind Ss to use reduced forms of did you.
- Option: The Ss get one point for each follow-up question they ask. The Ss with the most points in each group win.



LISTENING

Learning Objective: develop skills in listening for main ideas and details

A (CD 2, Track 16)

- Write two columns on the board, one with the heading Good and one with the heading Boring.
- Set the scene. Ask: "Did you have a good time or a boring time last night? What did you do?" List Ss' activities in the correct columns.
- Explain the task. Play the audio program and Ss complete the chart.
- Ss compare answers in pairs. Then go over answers with the class.

AudioScript

Laura So, what did you do last night, John?
John Uh, I went to my boss's house. He invited me over for dinner.

Laura Really? How was it?

John Oh, the food was excellent, but he talked about football all night, and I hate football. Then we watched a boring sports video.

Laura How awful! I know how you feel about sports.

John I didn't get home until after midnight.

Laura That doesn't sound like much fun, I had a great time last night!

John Oh, yeah? What did you do?

Laura I went to a party and met an old school friend of mine. We went to high school together. We had lots to talk about. I stayed out until about 1:00 A.M., so I got home really late, too.

John Hmm, it sounds like you had a better time than I did.

Laura Yeah. I guess you're right.

Answers

Who?	John	Laura
went to a party		1
had a good meal	1	
watched a video	1	
met an old friend		1
got home late	1	/

B (CD 2, Track 17)

- Explain the task. Read the questions aloud.
- Play the audio program.
- · Go over the answers with the class.

Answers

Had a good time: Laura
Reason: went to a party and met an old friend
Didn't have a good time: John
Reason: his boss talked about football all night, and John
hates football. They also watched a boring video.

8 INTERCHANGE 7

See page T-121 for teaching notes.

End of Cycle 1

Cycle 2, Exercises 9-14

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

9

CONVERSATION

Learning Objectives: practice a conversation about a vacation; see the past of be in context

A @ [CD 2, Track 18]

- Books closed. Set the scene. Celia and Don are talking about Don's vacation. Write these focus questions on the board:
 - 1. Did Don enjoy his vacation?
 - 2. Where did he go?
 - 3. How long was he there?
- Play the audio program. Elicit Ss' answers to the focus questions. (Answers: 1. yes 2. Hawaii 3. about a week)
 Go over any expressions Ss don't understand.
- Books open. Play the audio program again. Ss listen and read the conversation silently.
- Ss practice the conversation in pairs.

B @ [CD 2, Track 19]

- Ask Ss to predict what happened. Write their ideas on the board.
- Play the audio program. Ss listen to find out if any prediction was correct.

AudioScript

Celia So, tell me! What happened?

Don Well, like I said, I went surfing every day. One day, I entered a contest and I won. I got first prize!

Celia Wow! Congratulations!

Don But that's not all. Someone made a video of me surfing and posted it online. Do you want to see it? Celia Sure!

Answers

Don went surfing. He won a contest. Someone made a video of him surfing and posted it online.

10

GRAMMAR FOCUS

Learning Objective: practice the past of be in questions and short answers

© [CD 2, Track 20]

Past of be questions

- Write these questions from the Conversation in Exercise 9 on the board, with was or were underlined:
 - 1. Was the weather OK?
 - 2. What was the best thing about the trip?
 - 3. How was your vacation?
 - 4. How long were you there?
- Focus Ss' attention on the underlined words on the board and elicit the rules for yes/no and Wh-questions: Was/Were + subject + verb?
 - Wh-question + was/were + subject + verb?

Was/Were and contractions

 Elicit when to use was and were. Focus Ss' attention on the Grammar Focus box if they aren't sure.

- Use the audio program to present the questions, short answers, and contractions.
- . Explain the task. Model the first conversation with a S.
- Ss complete the task individually. Then Ss practice the conversations in pairs.

Answers

- 1. A: Were you in Los Angeles last weekend?
 - B: No, I wasn't. I was in San Francisco.
 - A: How was it?
 - B: It was great! But it was foggy and cool as usual.
- A: How long were your parents in Europe?
 - B: They were there for two weeks.
 - A: Were they in London the whole time?
 - B: No, they weren't. They also went to Paris.
- 3. A: Were you away last week?
 - B: Yes, I was in Istanbul.
 - A: Really? How long were you there?
 - B: For almost a week. I was there on business.

8 INTERCHANGE 7 Thinking back

Play a board game. Go to Interchange 7 on page 121.

CONVERSATION How was your vacation?

A O Listen and practice.

Celia: Hi, Don. How was your vacation?

Don: It was excellent! I went to Hawaii with my cousin. We had a great time.

Celia: Lucky you. How long were you there?

Don: About a week.

Celia: Fantastic! Was the weather OK?

Don: Not really. It was cloudy a lot. But we went surfing every day. The waves were amazing.

Celia: So, what was the best thing about the trip?

Don: Well, something incredible happened....

B Listen to the rest of the conversation. What happened?



10 GRAMMAR FOCUS

Past of be

Were you in Hawaii?

Was the weather OK?

Were you and your cousin on vacation?

Were your parents there? How long were you away?

How was your vacation?

Yes, | was.

No, it wasn't.

Yes, we were.

No, they weren't.

I was away for a week.

It was excellent

wasn't = was not weren't = were not

Complete these conversations. Then practice with a partner.

- A: ______ you in Los Angeles last weekend?
 - B: No, I in San Francisco.
 - A: How it?
 - B: It _____ foggy and cool as usual.
- 2. A: How long _____ your parents in Europe?
 - B: They there for two weeks.
 - A: they in London the whole time?
- 3. A: _____ you away last week?
 - B: Yes, I in Istanbul.
 - A: Really? How long you there?
 - B: For almost a week. I there on business.



11 DISCUSSION On vacation

A GROUP WORK Ask your classmates about their last vacations. Ask these questions or your own ideas.

Where did you spend your last vacation? What did you do? How long was your vacation? How was the weat Who were you with? What would you li

What did you do? How was the weather? What would you like to do on your next vacation?

B CLASS ACTIVITY Who had an interesting vacation? Tell the class who and why.

12 WRITING An online post

A Read this online post.



B Write an online post to a partner about your last vacation. Then exchange messages. Do you have any questions about the vacation?

13 LISTENING Welcome back.

A Listen to Jason and Barbara talk about their vacations. Write where they went and what they did there.

-	Where they went	What they did	Did they enjoy it?	
			Yes	No
Jason				
Barbara				

111 DISCUSSION

Learning Objectives: discuss vacations using the past tense; develop the skill of retelling a story

A Group work

- Books closed. Ss work in small groups. Assign different groups the topics transportation, weather, and food. Groups brainstorm words related to the topics.
- Ask a S from each group to write their words on the board. For example:

Transportation

Weather

Food

car, bus

rainy, sunny

good, bad

Books open. Explain the task and read the example questions. Ask Ss to think of more questions related to vacations. Write their questions on the board.

- · Model the task by describing a vacation you took.
- Ss take turns talking about their vacations in small groups. Go around the class and note any errors.
- Write any errors you noted on the board. Ss try to correct them as a class.

TIP It's best not to interrupt Ss during a discussion or fluency activity. Instead, listen and note any errors you hear. Go over the most common ones after the activity.

B Class activity

Ss in each group vote for the most interesting vacation.
 Then one S from each group tells the class about it.
 Encourage other Ss to ask questions.

12 WRITING

Learning Objectives: learn postcard-writing skills; use the past tense to write a postcard about a vacation

A

- Ss read the postcard silently. Elicit or explain any new vocabulary.
- B
- Explain the task. Tell Ss to use the questions in Exercise 11 for ideas about the topic.
- Ss write postcards in pairs. Remind Ss to include the greeting, body, signature, and their partner's address.
 Go around the class and check Ss' work. Then Ss exchange postcards.
- Option: Bring in real postcards for Ss to use.
- For a new way to teach this Writing, try Pass the
- Paper download it from the website.

13 LISTENING

Learning Objective: develop skills in listening for main ideas and details

A (CD 2, Track 21)

- Set the scene. Two friends, Jason and Barbara, are talking about their vacations.
- Play the audio program. Ask Ss to listen to find out their vacation places and if they enjoyed them. They write those answers in the chart.

AudioScript

Barbara Jason! Hi! Welcome back. You were away last week, right?
Jason Yeah, I was on vacation.
Barbara Where did you go?
Jason I went to San Francisco.
Barbara Nice! How was it?
Jason Oh, I loved it! It's a really pretty city.
Barbara So... why San Francisco?
Jason Oh, my sister lives there. I stayed with her. She loves to shop, so we went shopping every day. Look, I got this sweater.

Barbara Nice! I didn't go anywhere on my last vacation.
I didn't have enough money to go anywhere.

Jason Oh, that's too bad.

Barbara Oh, not really. I actually enjoyed my vacation a lot. A friend from college stayed with me for a week. We just talked and watched a lot of old movies. Jason That sounds fun, too.

B (CD 2, Track 22)

- Play the audio program again. Ss list the reasons they enjoyed or didn't enjoy their vacations.
- · Go over answers with the class.

Answers

Jason San Francisco went shopping yes
Barbara home talked and watched old movies

14 READING

Learning Objectives: read and discuss vacation postcards; develop skills in reading for main ideas and supporting details

- Option: Ask Ss to bring in recent vacation photos or postcards. In pairs or small groups, Ss talk about the places.
- Ask Ss to cover the writing on the postcards and look at the pictures. Ask: "Where did each person go on his or her vacation? What do you think he or she did there?" Elicit ideas. Help with vocabulary as needed (e.g., Xi'an, terracotta statues, yoga retreat, national park, glacier).
- Option: Bring in a world map and help Ss find Xi'an, China; Miami, Florida; and Santiago, Chile, Elicit Ss' knowledge about these places.

A

- Explain the task. Remind Ss to try to guess the meanings of any words they don't know.
- Ss read the three postcards silently and complete the task individually. Then they compare answers in pairs or small groups.
- Option: Ask pairs or groups to find the place in each postcard where the sentences fit best.
- Elicit or explain any new vocabulary.

Vocabulary

terracotta: a kind of red clay used for sculptures and pottery

statues: stone or clay sculptures that look like people or animals

retreat: a vacation where people go to exercise and become healthier

vegetarian food: food that contains no animal products glacier: a very large piece of ice that moves very slowly pink flamingo: a kind of tall pink bird

wildlife: animals and birds in the place where they live

· Go over answers with the class.

Answers

3, 2, 1

B Pair work

- Ss discuss the questions in pairs. Go around the class and give help as needed.
- To check answers, have pairs share their responses with the class.

Answers

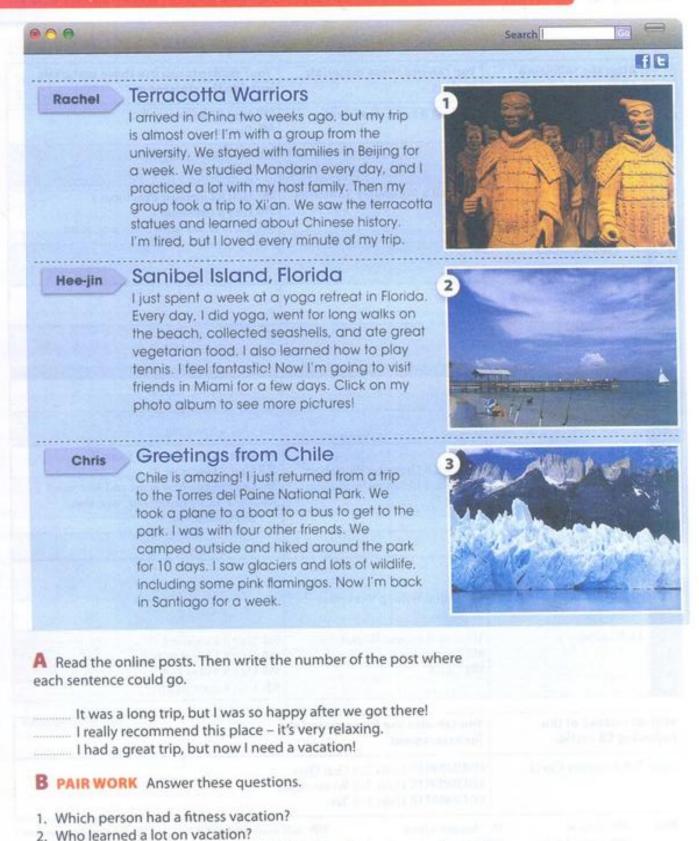
- 1. Hee-jin had a fitness vacation.
- 2. Rachel learned a lot on vacation.
- 3. Chris had a vacation that was full of adventure.
- 4. Answers will vary.
- For a new way to teach this Reading, try Jigsaw
- Learning download it from the website.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.



Look at the pictures. What do you think each person did on his or her vacation?



We had a great time! # 49

3. Who had a vacation that was full of adventure?

4. Which vacation sounds the most interesting to you? Why?

Unit 8 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Word Power	TSS Unit 8 Extra Worksheet	SSD Unit 8 Vocabulary 1–2 ARC Places
	2 Conversation		SSD Unit 8 Speaking 1
	3 Grammar Focus	TSS Unit 8 Vocabulary Worksheet	SB Unit 8 Grammar Plus focus 1 SSD Unit 8 Grammar 1 ARC There is, there are; one, any, some
	4 Pronunciation		
	5 Speaking		
	6 Listening		WB Unit 8 exercises 1–5
CYCLE 2	7 Snapshot		
	8 Conversation		55D Unit 8 Speaking 2
	9 Grammar Focus	TSS Unit 8 Grammar Worksheet TSS Unit 8 Listening Worksheet	SB Unit 8 Grammar Plus focus 2 SSD Unit 8 Grammar 2 ARC Quantifiers; how many and how much ARC There is, there are; one, any, some and Quantifiers
	10 Interchange 8		
	11 Writing	TSS Unit 8 Writing Worksheet	
	12 Reading	TSS Unit 8 Project Worksheet VID Unit 8 VRB Unit 8	SSD Unit 8 Reading 1–2 SSD Unit 8 Listening 1–3 SSD Unit 8 Video 1–3 WB Unit 8 exercises 6–9

With or instead of the following SB section	You can also use these materials for assessment	
Units 7–8 Progress Check	ASSESSMENT CD Units 7–8 Oral Quiz ASSESSMENT CD Units 7–8 Written Quiz ASSESSMENT CD Units 1–8 Test	B her som

Key

ARC: Arcade

58: Student's Book

SSD: Self-study DVD-ROM

VID: Video DVD VRB: Video Resource Book WB: Workbook

My Plan for Unit 8

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom	
A Ten	Laboration substitution		
Special state and their	Lot production 1 Store 1 pro-		
With or instead of the following SB section	I am using these materials for assessment		
WALL THE STREET			



What's your neighborhood like?

WORD POWER Places

A Match the words and the definitions. Then ask and answer the questions with a partner.

What's a ...?

- 1. barbershop
- 2. grocery store
- 3. laundromat
- 4. library
- 5. stationery store
- 6. theater
- 7. travel agency

It's a place where you . . .

- a. wash and dry clothes
- b. buy food
- c. buy cards and paper
- d. get a haircut
- e. see a movie or play
- f. make reservations for a trip
- g. borrow books

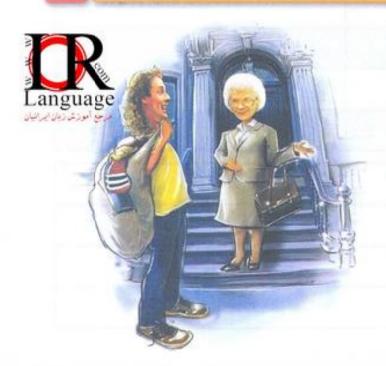
B PAIR WORK Write definitions for these places.

clothing store drugstore Internet café music store post office

It's a place where you find new fashions. (clothing store)

C GROUP WORK Read your definitions. Can others guess the places?

CONVERSATION I'm your new neighbor.



Listen and practice.

Jack: Excuse me. I'm your new neighbor, Jack.
Liust moved in.

Mrs. Day: Oh. Yes?

Jack: I'm looking for a grocery store. Are there any around here?

Mrs. Day: Yes, there are some on Pine Street.

Jack: Oh, good. And is there a laundromat near here?

Mrs. Day: Well, I think there's one across from the

shopping center.

Jack: Thank you.

Mrs. Day: By the way, there's a barbershop in the

shopping center, too.

Jack: A barbershop?

What's your neighborhood like?

Cycle 1, Exercises 1-6

In Unit 8, students discuss neighborhoods. In Cycle 1, they talk about places using there is/there are and prepositions of place. In Cycle 2, they talk about neighborhood problems using count and noncount nouns with how many and how much.



WORD POWER

Learning Objective: learn vocabulary for discussing places in the neighborhood

A

- Introduce the topic of neighborhoods. Ask: "What places do you need to find in a neighborhood?" Elicit Ss' answers and write them on the board.
- Elicit the names of places Ss see in the picture (e.g., laundromat, library, barbershop).
- Model the task. Ask "What's a barbershop?" Tell Ss to say "stop" when you read the correct definition. Read out possible answers (e.g., It's a place where you wash and dry clothes. It's a place where you buy food.) until the Ss say "stop."
- Ss match the words and definitions individually. Then go over answers with the class.

Answers

1. d 2. b 3. a 4. g 5. c 6. e 7. f

- Ss take turns asking and answering the questions in pairs. Go around the class and give help as needed.
- Option: To make the activity more challenging, Ss cover the text and use only the picture to ask and answer questions.
- Go over any errors you noticed, including pronunciation errors.

B Pair work

- Present the example definition for clothing store.
 Then elicit more possible definitions from the class (e.g., It's a place where you buy jeans.) and write them on the board.
- Ss write definitions for each place in pairs. Go around the class and give help as needed.

Possible answers

Place clothing store drugstore Internet café music store post office It's a place where you.... find new fashions buy medicine and toiletries send emails and surf the net buy CDs and DVDs get stamps and mail letters

C Group work

 Model the task. Each pair from part B joins another pair. Pairs take turns giving definitions and guessing places.

2

CONVERSATION

Learning Objectives: practice a conversation between neighbors; see there is/there are and one/any/ some in context

[CD 2, Track 23]

- Books closed. Write this question on the board:
 When you move to a new neighborhood, what do you need to find?
- Elicit answers from the class and write them on the board.
- Set the scene. Jack just moved into a new neighborhood, and he is looking for two things.
 What are they? Play the audio program.

- Go over answers with the class. (Answer: He's looking for a grocery store and a laundromat.)
- Books open. Elicit information about the picture. Ask: "What other place does Mrs. Day suggest? Why?" Then play the audio program again. Ss listen and find the answers. (Answer: She suggests a barbershop because Jack needs a haircut.)
- Play the audio program again. Ss listen and read the conversation silently.
- · Ss practice the conversation in pairs.



GRAMMAR FOCUS

Learning Objectives: ask and answer questions with there is/there are; practice using one, any, and some; practice prepositions of place

© [CD 2, Track 24]

Is there/Are there?

Before class, write these words on nine large cards:

is	There	a laundromat
one	are	grocery stores
any	some	near/around here

Cards are useful for helping Ss visualize grammar in an active way. They work well with grammar including word order and substitution.

Focus Ss' attention on the Conversation on page 50. Ask: "What question does Jack ask beginning with is there?" Elicit the question. Then ask four Ss to come to the front of the class. Have them stand in line holding up these cards:

S1: is S2: there

S3: a laundromat S4: near/around here

 Ask: "What question does Jack ask beginning with are there?" Elicit the question. Then ask five Ss to stand in line holding up these cards:

S1: are S2: there S3: any S4: grocery stores S5: near/around here

Focus Ss' attention on the two questions in the Grammar Focus box. Elicit the rule for forming questions with is there and are there. Is there + a/an + singular noun + near/around here? Are there + any + plural noun + near/around here?

One and some

Ask four Ss to hold up these cards:

S1: there S2: is

S3: a laundromat S4: near/around here

- Point out that singular nouns and its article such as a laundromat can be replaced by one. Ask another S to take the card one and replace S3.
- Repeat the activity with plural nouns. This time, replace grocery stores with some.
- Play the audio program.

Prepositions

- Elicit or explain the meaning of the prepositions. Use the map. Ask: "What places are on Elm Street?" (Answer: King Plaza Hotel, Frank's Café, Jamison Hotel) Ask Ss about other places using prepositions.
- Option: For more practice visualizing the prepositions in an active way, ask Ss to stand across from each other, next to the wall, near the board, etc.

A

- Explain the task and read the example questions.
 Ss write questions individually. Point out that there should be a preposition in each question.
- Ss compare their questions in small groups. They read out their questions and check for grammatical accuracy.
- Go around the class and give help as needed. Ask three or four Ss with correct questions to write them on the board.

Possible answers

All questions should follow these patterns:
is there + a singular noun + a preposition + a place?
(e.g., Is there a bank across from the hotel?)
Are there any + plural noun + a preposition + a place?
(e.g., Are there any hotels on Elm Street?)

B Pair work

- Model the task two or three times using the map and the questions on the board;
 - T: Is there a pay phone around here?
 - S1: Yes, there is. There's one across from the gas station.
 - T: Are there any gas stations on Maple Avenue?
 - S2: No, there aren't. But there's one on Main Street.

TIP To make sure that Ss understand instructions, always model the task at least twice. If possible, model it with different Ss each time.

- Ss take turns asking and answering their questions in pairs. Go around the class and give help as needed.
- For a new way to teach this Grammar Focus, try the
- Picture Dictation download it from the website.
 Describe a town or city center to your Ss. Include streets and places.

There is, there are; one, any, some

Is there a laundromat near here?

Yes, **there is**. There's **one** across from the shopping center. No, **there isn't**, but there's **one** next to the library.

Are there any grocery stores around here?

Yes, there are. There are some nice stores on Pine Street.

No, there aren't, but there are some on Third Avenue.

No, there aren't any around here.

Prepositions

on
next to
near/close to
across from/opposite
in front of
in back of/behind
between
on the corner of

A Look at the map below. Write questions about these places.

a bank

an electronics store

grocery stores

hotels

a post office

a department store

gas stations

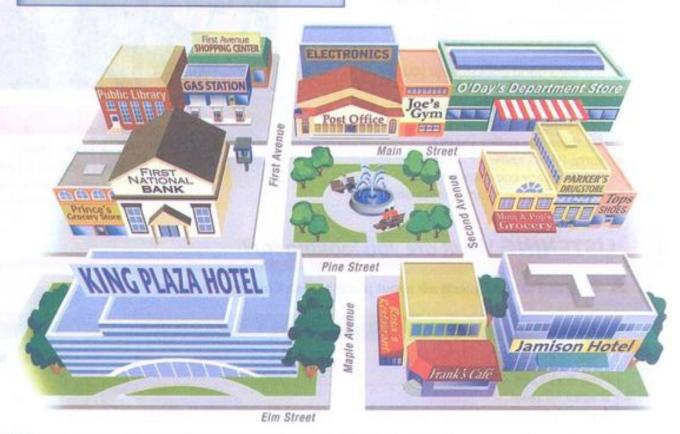
a gym

m a pay phone

restaurants

Is there a bank around here?

Are there any gas stations on Main Street?



B PAIR WORK Ask and answer the questions you wrote in part A.

A: Is there a pay phone around here?

B: Yes, there is. There's one across from the gas station.

4

PRONUNCIATION Reduction of there is/there are

Is there a laundromat near here?

Yes, there is. There's one across from the shopping center.

Are there any grocery stores around here?

Yes, there are. There are some on Pine Street.

Practice the questions and answers in Exercise 3, part B again.

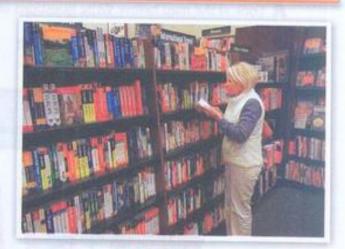
5

SPEAKING My neighborhood

GROUP WORK Take turns asking and answering questions about places like these in your neighborhood.

a bookstore an Internet café
coffee shops a karaoke bar
dance clubs a library
drugstores movie theaters
an electronics store a park
a gym restaurants

- A: Is there a good bookstore in your neighborhood?
- B: Yes, there's an excellent one across from the park.
- C: Are there any coffee shops?
- B: Sorry, I don't know.
- D: Are there any cool dance clubs?
- B: I'm not sure, but I think there's one ...



useful expressions

Sorry, I don't know. I'm not sure, but I think . . . Of course. There's one . . .

6 LISTENING What are you looking for?

A Listen to hotel guests ask about places to visit. Complete the chart.

Place	Location	Intere	sting?
Hard Rock Cafe Science Museum Aquarium		Yes	No

B PAIR WORK Which place sounds the most interesting to you? Why?



PRONUNCIATION

Learning Objectives: notice the reduction of there is/there are; learn to sound natural when using there is/there are

A @ [CD 2, Track 25]

Play the audio program. Point out the reduced forms.
 Ask Ss to practice the short conversations using the reductions. Point out that there is often contracted to there's in writing, but there are is not.

В

- . Go over the instructions and model the task.
- Go around the class and give individual feedback on Ss' use of reductions.

It's more important to recognize reductions than to produce them. Don't force Ss to produce reductions if they are not ready.



SPEAKING

Learning Objective: ask and answer questions about neighborhoods using is there/are there and one/any/some

Group work

- Model the task. Ask a S: "Is there a good bookstore in your neighborhood?" If the S has difficulty answering, point out the useful expressions box for ideas.
- Option: Point out that people show interest in conversations by adding follow-up questions (e.g., What's the name of the bookstore? Can you buy used books there?),
- Ss complete the task in groups. Go around the class and note the Ss' level of fluency.



LISTENING

Learning Objective: develop skills in listening for details

A @ [CD 2, Track 26]

- Read out the instructions to set the scene. Then play the audio program. Ss listen and complete the Location column in the chart.
- Play the audio program again. Ss listen, decide if the hotel clerk thinks the places are interesting, and check (✓) Yes or No.
- Go over answers with the class.

(CD 2 T---- 261

AudioScript

Clerk Good morning. Can I help you? Guest 1 Yes. We need some directions.

Clerk Sure. What are you looking for?

Guest 1 Well, first of all, we're looking for the Hard Rock Cafe. How far is it from here?

Clerk Oh, it's just a few minutes from here – right across from the National Bank.

Guest 2 The National Bank on Park Avenue?

Clerk Yes, that's the one.

Guest 2 Is the Hard Rock Cafe a nice place?

Clerk Well, I think so. The food is good, and there are some interesting things to look at in the restaurant – like one of Elvis's cars.

Guest 2 Great! And where is the Science Museum? Clerk Well, that's near City Hall.

Guest 1 Near City Hall, OK, I know where that is. And what's the museum like?

Clerk Actually, it's not very good. It's small, and there isn't a lot to see there. It's really for young kids. Guest 1 Oh, then maybe we won't go there.
Guest 2 Hmm, one last question – is there an aquarium in the city?

Clerk Yes, there's a very good one. It's only about six blocks from here. It's in the park next to the train station.

Guest 2 Oh, next to the train station. Clerk Yes. Definitely visit the aquarium. Guest 1 Greatl Thanks a lot.

Clerk You're welcome. Have a good day.

Answers

Place Hard Rock Cafe	Location across from the National Bank on	Interesting? Yes
Science Museum Aquarium	Park Avenue near City Hall in the park next to the train station	No Yes

B Pair work

Ss discuss the question in pairs.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

What's your neighborhood like? . T-52

Cycle 2, Exercises 7-12



SNAPSHOT

Learning Objective: learn vocabulary for talking about problems with neighbors

- Ask pairs of Ss to brainstorm things that bad neighbors do. Elicit ideas from the class and write them on the board.
- Go over the complaints about neighbors. Elicit or explain new vocabulary.

Vocabulary

complaints: statements people make about problems barks: makes a loud noise, like a dog loud: noisy

garbage: trash

privacy: state of being alone or without other people kids: children

Ss answer the questions in small groups. Go around the groups and give help as needed.

8

CONVERSATION

Learning Objectives: practice a conversation about a neighborhood; see how many and how much with quantifiers in context

(CD 2, Track 27)

- Elicit information about the picture. Ask: "What is the woman doing? What does the neighborhood look like? Does it look safe?"
- Books closed. Write these focus questions on the board:
 - 1. What are Nick and Fam talking about?
 - What happens during the phone call?
- Play the audio program. Ask Ss to listen for the answers to the focus questions. Then go over the answers. (Answers: 1. Pam's new apartment and neighborhood 2. Pam's car alarm makes a loud noise.)

TIP To reduce anxiety, point out that Ss will hear the audio program several times. Remind them that they aren't expected to understand every word.

- Write these additional focus questions on the board:
 - 1. Where is Pam's new apartment?
 - 2. Which floor does she live on?
 - 3. What kind of restaurant is there nearby?

Play the audio program again. Elicit Ss' answers.
 (Answers: 1. downtown 2. the fifth 3. Korean) Then elicit or explain any new vocabulary.

Vocabulary

downtown: the business center of a city convenient: nearby; easy to find things parking: places to park the car safe: not dangerous; without crime hold on: wait a minute

- Books open. Play the audio program again. Ss listen and read the conversation silently.
- · Ss practice the conversation in pairs.
- Option: Ss continue the conversation in pairs. They can ask questions such as What happened? Why did the car alarm go off?
- For a new way to practice this Conversation, try the
- Onion Ring technique download it from the website.



Source: Based on information from nicooperator.com

Check (✓) the complaints you have about your neighbors.

What other complaints do you have about neighbors?

What do you do when you have complaints?

8 CONVERSATION It's pretty safe.

Listen and practice.

Nick: How do you like your new apartment?

Pam: I love it. It's downtown, so it's very convenient.

Nick: Downtown? Is there much noise?

Pam: No, there isn't any. I live on the fifth floor.

Nick: How many restaurants are there near

your place?

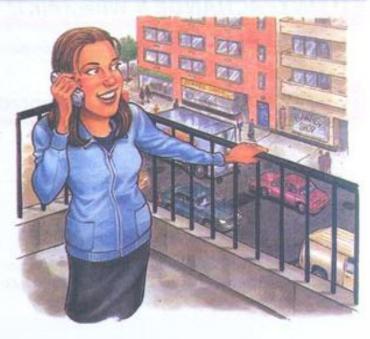
Pam: A lot. In fact, there's an excellent Korean place just around the corner.

Nick: What about parking?

Pam: Well, there aren't many parking garages. But I usually find a place on the street.

Nick: Is there much crime?

Pam: No, it's pretty safe. Hold on. That's my car alarm! I'll call you back later.



Quantifiers; how many and how much 🧿

Count nouns

Are there many restaurants?

Yes, there are a lot.

Yes, there are a few.

No, there aren't many.

No, there aren't any.

No, there are none.

How many restaurants are there?

There are ten or twelve.

Noncount nouns

Is there much crime?

Yes, there's a lot.

Yes, there's a little.

No, there isn't much.

No, there isn't any.

No, there's none.

How much crime is there? There's a lot of street crime.

A Write answers to these questions about your neighborhood. Then practice with a partner.

- Is there much parking?
- Are there many apartment buildings?
- 3. How much traffic is there?
- 4. How many dance clubs are there?
- 5. Is there much noise?
- 6. Are there many pay phones?
- 7. Is there much pollution?
- 8. How many swimming pools are there?

B GROUP WORK Write questions like those in part A about these topics. Then ask and answer the questions.

cafés

crime

parks

pollution

public transportation

schools

traffic lights



Play a guessing game. Go to Interchange 8 on page 122.

11 WRITING A "roommate wanted" ad

A Read these ads asking for roommates.

B Now write a "roommate wanted" ad. Use your real name at the end, but you can use a false phone number or email address.

C CLASS ACTIVITY Put your ads on the wall.
Read the ads and choose one. Then find the person
who wrote it. Ask questions to get more information.

Roommates 🥌 Wanted

Roommate needed to share large 3-bedroom apt. in nice neighborhood. Great park across the street. Only \$440 a month! Parking available. Call Sheri or Jen at 352-555-8381.

Quiet student looking for roommate to share 2-bedroom house near university. Near public transportation. Pets OK. \$550 a month plus utilities. Email Greg at g.adams@cup.com.

9

GRAMMAR FOCUS

Learning Objectives: ask and answer questions with count and noncount nouns; practice using quantifiers

© [CD 2, Track 28]

Count and noncount nouns

· Write this chart on the board:

Count nouns

Noncount nouns

restaurant

traffic

café

parking

- Ask: "Which nouns take a plural -s ending?" (Answer: restaurant and café) "Which nouns usually don't take a plural -s ending?" (Answer: traffic and parking) Explain that restaurant and café are count nouns because we can count them (e.g., one restaurant, two restaurants). However, we don't count traffic or parking.
- For more practice with count and noncount nouns, play

 Tic-Tac-Toe download it from the website.

How many and how much

Focus Ss' attention on the Conversation on page 53. Have Ss underline questions about noise and crime (e.g., Is there much noise? Is there much crime?). Elicit or explain the rules:

Is there + much + noncount noun? How much + noncount noun + is there?

* Have Ss underline questions with are there or many. Elicit or explain the rules: Are there + many + count noun? How many + count noun + are there?

Quantifiers

 Focus Ss' attention on the Grammar Focus box.
 Point out that quantifiers are used to describe different amounts of things (e.g., a lot, a few, any, many, much, none).

- Ask Ss to look at the Grammar Focus box. Ask "How are a lot, any, and none similar?" (Answer: They can be used with both count or noncount nouns.)
- · Play the audio program.

A

- Model the first question. Ss complete the exercise individually. Then Ss compare their answers in pairs.
- · Go over the answers as a class.

Possible answers

- Yes, there's a lot. There's a little. No, there isn't much/any. No, there's none.
- Yes, there are a lot/many. There are a few. No, there aren't any. No, there are none.
- There's a lot/a little/none. There isn't much/any.
- There are a lot/many. There are a few. There aren't any.
 There are none.
- Yes, there's a lot. There's a little. No, there isn't much/any. No, there's none.
- Yes, there are a lot/many. There are a few. No, there aren't any. No. there are none.
- 7. There is a lot/a little/none. There isn't much/any.
- There are a lot/many. There are a few. There aren't any. There are none.
- Ss ask and answer the questions in pairs.
- . Option: Ss repeat the task with a new partner.

B Group work

- · Explain and model the task.
- Ss write questions individually. Then they take turns asking and answering the questions in pairs.

10

INTERCHANGE 8

See page T-122 for teaching notes.



WRITING

Learning Objectives: read "roommate wanted" ads; write a "roommate wanted" ad

A

- Ss read the example ads silently. Elicit or explain any new vocabulary.
- Point out written features of an ad (e.g., apt. means apartment, articles a/an and the verb be are usually not included).

В

 Explain the task. Ss write their ads individually. Go around the class and give help as needed.

Class activity

 Explain the task. While Ss are asking questions, check for correct use of count and noncount nouns.

What's your neighborhood like? . T-54

12 READING

Learning Objectives: read an article; develop skills in scanning and reading for detail

- Ss cover the text and look at the pictures. Ask: "What do you think this Toronto (Canada) neighborhood is like?" Elicit ideas from the class.
- Explain the pre-reading task. Point out that Ss should read quickly and focus on the names of countries only. Set a time limit.

TIP When Ss scan an article, set a time limit. This encourages them to read quickly, focusing only on the task.

 Ss silently scan the article and check (✓) the countries that are not mentioned. (Answers: Greece, Spain, and Uruguay) Elicit answers from the class. Ask where they found the names of countries. (Answer: first paragraph)

A

- Model the task. Ask Ss to read the first paragraph.
 Then elicit the main idea.
- Ss read the next two paragraphs and write the paragraph numbers next to the main ideas.

Answers

2, 1, 3

B

 Ss read the article in detail. Elicit or explain any new vocabulary.

Vocabulary

places next to the street where people walk full of

substances made from plants used to give food a special flavor really

made up of many cultures a person who lives in a place money people pay to live in apartments a style of cooking

 Ss complete the exercise. Go over answers with the class.

Answers

Inexpensive stores, big apartments, great markets, good restaurants, many different cultures, good public transportation

C Pair work

Go over the discussion question with the class.
 Encourage Ss to consider the residents, the businesses, and other neighborhood characteristics. Ss complete the task in pairs.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

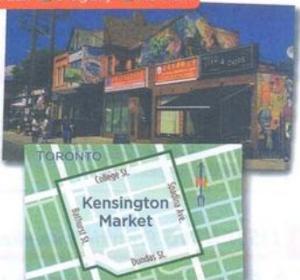
The World in One Neighborhood

Scan the article. Then check (✓) the countries that are not mentioned.

■ Brazil ■ China ■ Greece ■ India ■ Spain ■ Sudan ■ Uruguay ■ Vietnam

- The sidewalks are crowded with people chatting in Cantonese. An Indian man sells spices from his corner shop. Brazilian music plays loudly from a café. Is it China? India? Brazil? No, it's Kensington Market, a neighborhood in Toronto, Canada. Kensington Market was once an Eastern European and Italian neighborhood, but the area changed along with its residents. First came the Portuguese, then East Asians, then people from Iran, Vietnam, Sudan, Brazil, the Caribbean, and the Middle East.
- Today, the neighborhood is truly multicultural you can hear more than 100 languages on its streets. New residents bring many new traditions. "What's really cool about Kensington is that as soon as you're in it, you feel as though you're not in Toronto anymore," says one resident. "I think what makes Kensington Market unique is that it's always changing," says another.

Describe it.



It isn't surprising that the area in and around Kensington Market is becoming a popular place to live. The rents are reasonable, the neighborhood is exciting, and it has good public transportation. There are apartments of every size and for every budget. It has inexpensive stores, fun cafés, fresh fruit and vegetable markets, and restaurants with almost every type of cuisine. As one resident says, "This place is the heart of Toronto."

A Read the article. Then v	vrite the number of each paragr	raph next to its main idea.
People from all over	neir traditions make Kensington the world live in Kensington M has many good characteristics.	Market a multicultural neighborhood. arket.
B Check (✓) the things yo	ou can find in Kensington Marke	rt.
inexpensive stores big apartments good schools	beautiful beachesgreat marketsgood restaurants	many different cultures interesting old buildings good public transportation
C PAIR WORK Do you k	now of a neighborhood that is	similar to Kensington Market?

Units 7–8 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

con	Very well	OK	A little
Understand descriptions of past events (Ex. 1)		(3)	(3)
Describe events in the past (Ex. 1)		0	
Ask and answer questions about past activities (Ex. 2)		8	
give and understand simple directions (Ex. 3)			
alk about my neighborhood (Ex. 4)		0	6

LISTENING Frankie's weekend

A thief robbed a house on Saturday. A detective is questioning Frankie. The pictures show what Frankie really did on Saturday. Listen to their conversation. Are Frankie's answers true (T) or false (F)?



B PAIR WORK What did Frankie really do? Use the pictures to retell the story.

2 DISCUSSION What do you remember?

B GROUP WORK Ask questions about each thing in part A.

A: Did you get up early yesterday?

B: No, I didn't. I got up at 10:00. I was very tired.

Units 7-8 Progress check

SELF-ASSESSMENT

Learning Objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 7 and 8?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check () a little.
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 - Ask Ss to complete all the exercises.
 - 2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 - 3. Ask Ss to choose and complete exercises based on their Self-assessment.



LISTENING

Learning Objective: assess one's ability to understand descriptions of past events and to describe past events

A 0 [CD 2, Track 29]

- Explain the task.
- Play the audio program. Ss complete the task. Then go over answers with the class.

AudioScript

Detective Hello, Frankie. How was your weekend? Frankle Oh, it's you, Detective. My weekend? What do you want to know about it?

Detective Now just tell the truth. Where were you at 1:00 P.M. on Saturday?

Frankie Ah ... 1:00 P.M.... on Saturday? Well, oh, I remember! I was at home. I watched the baseball game on TV. Yeah, the Expos won, four to nothing. It was a great game.

Detective OK ... OK. Where were you at 3:00 p.m.? Frankie Ah . . . at 3:00? Ah, yeah, I went to my karate class like I always do, every Saturday at 3:00.

Detective Karate, huh? Well ... OK. And what did you do after that? At around 5:00 P.M.?

Frankie Ah, oh, yeah, uh, after karate, I visited some old friends of mine - Tom and Mary Kent, on Front Street.

Detective Yeah? Tom and Mary Kent. We'll talk to them. Now, Frankie, 6:00. Where were you at 6:00?

Frankie Oh! Hmm . . . at 6:00? Well, I went home at 6:00 ... yeah ... to ... uh ... clean the house.

Detective Yeah, yeah, so you cleaned the house. Now,

listen carefully, Frankie. Where were you at 8:00 on Saturday night?

Frankie Uh . . . at 8:00? Uh . . . oh, yeah . . . I remember now. I was at home. I watched a terrific movie on TV. Yeah . . . it was great!

Detective Oh, you watched a movie on TV, did you? And what movie did you watch? What was the name of the movie, Frankie? Huh?

Frankie The movie? The name of the movie? Uh, let me think a minute. It was a fantastic movie.

Detective Really?

Frankie No, wait! I remember, it was, uh . . . uh . . . well, it was exciting.

Detective OK, OK, Frankie . . .

Frankie ... and I clearly remember that I went to bed at 10:30, uh, exactly . . . Yeah. I watched the movie, and I went to bed right after . . . uh . . . the movie. Yeah, boy, I was tired - a long day, like I said.

Detective Interesting, Very Interesting, Frankie. Come on, Frankle, Let's go down to the police station.

Frankie The police station? Me? Why me? I was at home on Saturday night!

Detective Sure, Frankie, sure. [police siren]

Answers

T, T, T, T, F, F

B Pair work

Ss retell the story in pairs.

DISCUSSION

Learning Objective: assess one's ability to ask and answer questions about past activities

 Ss check (✓) the things they did individually yesterday. Then they add two more things.

B Group work

 Model the conversation with a S. Then Ss ask and answer questions about the things in part A in small groups.

SPEAKING

Learning Objective: assess one's ability to give and understand simple directions

A

- Explain the task. Ss create a neighborhood. They choose five places from the list and add them to My map.
- For plurals, tell Ss to be sure to draw two places on their maps.
- Ss complete the task individually.
- Go around the class and give help as needed.

B Pair work

- Read the instructions aloud. Ask two Ss to model the example conversation. Explain that Student A draws a café on the corner of Center Street and First Avenue on My partner's map. Point out that Ss cannot look at their partners' maps.
- Ss take turns asking and answering questions in pairs.
- Tell Ss to ask any additional questions to find the exact location of each place (e.g., Is it next to the grocery store?).
- Ss then compare maps. Ask: "Did you draw the place in the correct locations?"

4

ROLE PLAY

Learning Objective: assess one's ability to talk about neighborhoods

- Explain the task. Ss work in pairs. Student A is a visitor in Student B's neighborhood. Student A asks questions and Student B answers them.
- Model the example conversation with a S.

- Go over the topics in the box. Explain or elicit any new vocabulary.
- Ss practice the role play in pairs. Then they change roles and practice again.
- Go around the class and check Ss' use of how many, how much, and quantifiers.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"
- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

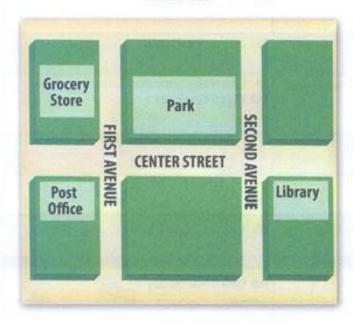
SPEAKING The neighborhood

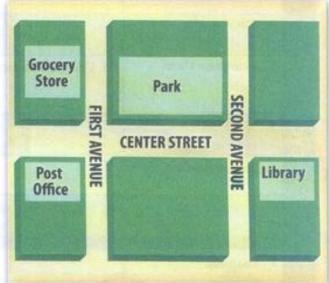
A Create a neighborhood. Add five places to "My map." Choose from this list.

a bank cafés a dance club a drugstore gas stations a gym a theater

My map

My partner's map





B PAIR WORK Ask questions about your partner's map. (But don't look!) Draw the places on "My partner's map." Then compare your maps.

A: Are there any cafés in the neighborhood?

B: Yes, there's one on the corner of Center Street and First Avenue.

4 ROLE PLAY What's it like?

Student A: Imagine you are a visitor in Student B's neighborhood.

Ask questions about it.

Student 8: Imagine a visitor wants to find out about your neighborhood. Answer the visitor's questions.

A: How much crime is there?

B: There isn't much. It's a very safe neighborhood.

A: Is there much noise?

B: Well, yes, there's a lot. . . .

Change roles and try the role play again.

topics to ask about

crime noise parks

places to shop pollution

public transportation

schools traffic

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Units 7-8 Progress check = 57

Unit 9 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Word Power		SSD Unit 9 Vocabulary 1
	2 Conversation	To Sugar has	550 Unit 9 Speaking 1
_	3 Grammar Focus	TSS Unit 9 Vocabulary Worksheet	SB Unit 9 Grammar Plus focus 1 SSD Unit 9 Grammar 1
CYCLE	4 Listening		
u	5 Interchange 9	10 Elline al Inne	
	6 Writing	TSS Unit 9 Writing Worksheet	WB Unit 9 exercises 1–5
	7 Snapshot		SSD Unit 9 Vocabulary 2
	8 Conversation		SSD Unit 9 Speaking 2
CLE 2	9 Grammar Focus	TSS Unit 9 Grammar Worksheet	SB Unit 9 Grammar Plus focus 2 SSD Unit 9 Grammar 2-3 ARC Describing people and Modifiers ARC Modifiers with participles and prepositions 1-2
J	10 Pronunciation		ARC Contrastive stress in responses
5	11 Reading	TSS Unit 9 Listening Worksheet TSS Unit 9 Extra Worksheet TSS Unit 9 Project Worksheet VID Unit 9 VRB Unit 9	SSD Unit 9 Reading 1–3 SSD Unit 9 Listening 1–3 SSD Unit 9 Video 1–3 WB Unit 9 exercises 6–11

VID: Video DVD

5B: Student's Book

VRB: Video Resource Book

SSD: Self-study DVD-ROM TSS: Teacher Support Site

WB: Workbook

Unit 9 Supplementary Resources Overview

My Plan for Unit 9

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
williante en		
	91119 6	B KING HILL
	51 10 1	7 7 7 7
ship passed a	le handsome ope	nokla baparallisim porex
	100	
		A
With or instead of the following SB section	I am using these materials for assessment	
		the state of the s
		The state of the s



What does she look like?

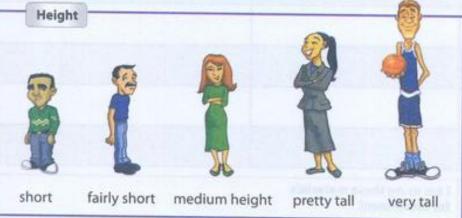
WORD POWER Appearance

A Look at these expressions. What are three more words or expressions to describe people? Write them in the box below.









Other words or expressions

B PAIR WORK Choose at least four expressions to describe yourself and your partner. Then compare. Do you agree?

- A: You have curly black hair. You're young and good-looking.
- B: I don't agree. My hair isn't very curly.

Me	My partner
***************************************	***************************************

What does she look like?

Cycle 1, Exercises 1-6



WORD POWER

Learning Objective: learn vocabulary for describing people



- Books closed. Explain that Ss will learn ways to describe what people look like. Ask questions about different Ss: "Is he tall or short? Does she have straight or curly hair?"
- Option: Ask Ss to bring pictures of friends or family members to class. Alternatively, bring magazine pictures of people to class.
- Books open. Focus Ss' attention on the expressions and pictures. Ask them to circle any words they don't know.
- Ask different Ss to read the expressions. Give help with pronunciation as needed. Point out that handsome usually refers to men and pretty to women, but good-looking describes both men and women. Also point out that adverbs such as fairly and pretty can modify the strength of different descriptions (e.g., fairly short, pretty tall).
- Write these headings across the top of the board: Hair Age Looks Height Other
- Ss work in groups. Ask Ss to brainstorm at least three more expressions to describe people. Then ask a S from each group to write their expressions under the correct headings on the board.

Possible answers

Hair: light brown hair, dark brown hair, gray hair, medium length hair, wavy hair, a ponytail
Age: ten, in his or her teens/twenties/thirties, old Looks: thin, heavy, cute, beautiful, gorgeous Height: rather short, quite tall
Other: blue eyes, green eyes, dark eyes, brown eyes

In Unit 9, students describe people's appearances. In Cycle 1, they describe people's physical appearances. In Cycle 2, they identify people using modifiers with participles and prepositions to describe what they are wearing or doing.

Don't give your Ss too much new vocabulary. If they already know the presented vocabulary, add more. If not, add just a few extra words they want to know.

Explain or elicit the rules for using the new words:
 be + adjective
 have + noun

Then ask Ss to write have or be next to the expressions on the board. Stress that we use be with age.

 Option: Ss write sentences about famous people using expressions from the boxes (e.g., Robert Pattinson is handsome.). Then they read their sentences to their classmates, who agree or disagree.

B Pair work

- Ss choose at least four expressions to describe themselves and their partners. They complete the chart individually. Go around the class and give help as needed.
- Ask two Ss to read the example conversation.
 Elicit other expressions for agreeing or disagreeing (e.g., That's true. No way!). Write them on the board.
- Ss compare charts in pairs. Go around the class and give help as needed.
- Option: Ss work with different partners. This time, they sit back-to-back and describe each other from memory.
- For a new way to review, categorize, or expand on the vocabulary in this Word Power, try Mind Mapping – download it from the website.

CONVERSATION

Learning Objectives: practice a conversation between two people describing another person; see descriptions of people in context

A @ [CD 2, Track 30]

- Ss cover the text. Ask Ss to describe the people in the picture.
- Write these focus questions on the board:
 - 1. Who are Randy and Emily talking about?
 - 2. How does Randy describe her?
 - 3. How old is she?
- Play the audio program and elicit the answers.
 (Answers: 1. Randy's new girlfriend 2. She's gorgeous and very tall. She has beautiful red hair. 3. Randy doesn't know.)
- Ss uncover the text. Play the audio program again. Ss listen and read silently.
- Elicit or explain any new vocabulary.

Vocabulary

gorgeous: very beautiful 6 feet 2: 188 centimeters

She won't tell me.: She doesn't want to say.

 Ss practice the conversation in pairs. Go around the class and give help as needed. Option: Ss cover the conversation and look only at the picture. Then they practice the conversation again using their own words.

B @ [CD 2, Track 31]

- Read the focus question aloud. Ask Ss to make predictions. Write their predictions on the board.
- Play the audio program. Ss listen for the answer to the focus question.
- Ss compare answers in small groups. Then go over answers with the class. Was anyone's prediction correct?

AudioScript

Emily She won't tell you her age?
Randy No. But I don't care.
Emily How old do you think she is?
Randy Who knows? I think she's probably in her thirties.
Emily And how old are you?
Randy I'm 29.
Emily Oh, so she's older than you.

Possible answers

Ashley is probably in her thirties. Ashley is older than Randy. Randy doesn't care about Ashley's age,

3

GRAMMAR FOCUS

Learning Objectives: practice describing people; ask and answer questions about appearance

[CD 2, Track 32]

- Books closed. Write these questions and statements on the board:
 - 1. What does she look like? a. It's medium length.
 - 2. How old is she?
- b. She's agraeous.
- 3 How tall is she?
- c. She's about 32.
- 4. How long is her hair?
- d. She's 6 feet 2.
- Ask Ss to match the questions with the answers.
- Books open. Tell Ss to look at the Grammar Focus box to check their answers. Play the audio program.

A

- Explain the task. Read the first answer and elicit the question.
- Ss complete the task individually. Then they compare answers in pairs.
- Write the numbers 1 to 7 on the board. Ask different Ss to write the questions on the board. Then go over them as a class.

Answers

- 1. How old is your brother?
- 2. How tall are you?
- 3. What color is your mother's hair?/What color hair does your mother have?
- 4. Does she wear glasses?
- 5. What does he look like?
- 6. How long is your sister's hair?
- 7. What color are your eyes?/What color eyes do you have?

B Pair work

- Explain the task and model the example conversation with a S.
- Ss complete the task in pairs. Go around the class and check Ss' grammar.
- For more practice asking questions about appearance, play Twenty Questions download it from the website.

CONVERSATION She's very tall.

A Sisten and practice.

Emily: I hear you have a new girlfriend, Randy.

Randy: Yes. Her name's Ashley, and she's

gorgeous!

Emily: Really? What does she look like?

Randy: Well, she's very tall.

Emily: How tall?

Randy: About 6 feet 2, I suppose.

Emily: Wow, that is tall. What color is her hair?

Randy: She has beautiful red hair. Emily: And how old is she?

Randy: I don't know. She won't tell me.

Listen to the rest of the conversation. What else do you learn about Ashley?



GRAMMAR FOCUS

Describing people

General appearance

What does she look like? She's tall, with red hair. She's gorgeous.

Does he wear glasses? Yes, and he has a beard. He's in his twenties. He's pretty short.

How old is she? She's about 32. She's in her thirties.

How old is he?

Height

How tall is she? She's 1 meter 88. She's 6 feet 2.

How tall is he?

How long is her hair? It's medium length.

What color is his hair? It's dark/light brown. He has brown hair.

Mrite questions to match these statements. Then compare with a partner.

1.	?	My brother is 26.
2.	?	I'm 173 cm (5 feet 8).
3.	?	My mother has brown hair.
4.	?	No, she wears contact lenses.
5.	?	He's tall and very good-looking.
6	?	My sister's hair is medium length.
7.	?	I have dark brown eyes.

B PAIR WORK Choose a person in your class. Don't tell your partner who it is. Your partner will ask questions to guess the person's name.

A: Is it a man or a woman?

B: It's a man.

A: How tall is he?

B: ...

4 LISTENING Who is it?

A C Listen to descriptions of six people. Number them from 1 to 6.



- B Listen again. How old is each person?
- 5 INTERCHANGE 9 Find the differences

Compare two pictures of a party. Student A go to Interchange 9A on page 123. Student B go to Interchange 9B on page 124.

6 WRITING An email describing people

A Imagine your e-pal is coming to visit you for the first time. You and a classmate are meeting him or her at the airport. Write an email describing yourself and your classmate. (Don't give the classmate's name.)



B GROUP WORK Read your email to the group. Can they guess the classmate you are describing?

LISTENING

Learning Objective: develop skills in listening for details

A @ [CD 2, Track 33]

- Focus Ss' attention on the picture. In pairs Ss brainstorm words or expressions to describe each person. Point out that they should describe the people, not their clothes.
- Each pair joins another pair and compares ideas. Go around the class and give help as needed.
- Explain the task. Tell Ss to listen for key words (e.g., short, glasses) and not worry about understanding every word.
- Play the audio program. Ss complete the task individually.
- Go over answers with the class.

AudioScript

1.

I think Brian's good-looking. He's pretty tall, with dark brown hair and a mustache. I think he's about 30.

Tina's 18. She has red hair – shoulder length and very curly – and she always wears interesting glasses, just for fun.

Rosie is pretty tall for her age. She has long blond hair and wears contact lenses. She just turned 10.

4.

Tim's about 23. He's fairly short and a little bit heavy. His hair isn't very long.

5.

Gary is in his fifties. He's bald and has a small moustache. He likes to wear sunglasses. And he always wears soccer shirts and jeans.

6.

Alice is very tall, and she has long black hair. She's around 25. Oh, and she's very slim. She looks like a fashion model.

Answers

2, 4, 1, 6, 5, 3

B (CD 2, Track 34)

- Ask a S to read the focus question aloud. Then play the audio program. Ss listen for the answers.
- Ss compare answers in pairs. Elicit their answers.
 Play the audio program again if needed.

Answers

1, 30 2, 13 3, 10 4, 23 5, 50s 6, 25

5 INTERCHANGE 9

See pages T-124 and T-125 for teaching notes.

6

WRITING

Learning Objective: learn to write an email describing people

A

- Set the scene. Say: "Imagine an e-pal is visiting you for the first time. You and a classmate are meeting him or her at the airport. How will your e-pal know what you look like?"
- Ask a S to read the model email. Elicit or explain any new words or expressions.
- Explain the task. Each S writes an email describing himself/herself and another classmate. Point out that Ss should not write the name of the classmate.
- . Option: Ss write the email for homework.

B Group work

- Explain the task and read the question.
- Ss take turns reading their descriptions in small groups. Their classmates guess who they are describing.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Cycle 2, Exercises 7-11



SNAPSHOT

Learning Objective: talk about clothing styles

- Books closed. Ask: "What kind of clothing is in fashion now?" Help Ss with vocabulary as needed.
- Write these clothing styles on the board: classic, cool and casual, and funky. Elicit or explain their meanings.

classic: always fashionable cool: fashionable at this time casual: not formal funky: modern and unusual

- Ss brainstorm examples of clothing for each style.
- · Books open. Ss compare their ideas with the Snapshot.
- · Ask different Ss to read the questions.
- Ss complete the task individually. Then they compare answers in pairs or small groups. Elicit Ss' answers.
- Option: Bring fashion magazines to class. Ss discuss which styles are classic, cool and casual, or funky.
- Option: Assign classes of younger Ss to make their own Snapshots. Ss cut pictures of clothing from fashion magazines, put them on cards, and label the items and styles. Then display the Ss' work.



CONVERSATION

Learning Objectives: practice a conversation between two people at a party; see modifiers with participles and prepositions in context

A [CD 2, Track 35]

- Write these questions on the board:
 - 1. Where are these people?
 - 2. What are they doing?
 - 3. What are they wearing?
 - 4. What do they look like?
- Focus Ss' attention on the picture. Have Ss ask each other the questions about the people in the picture.
 Then elicit possible answers.
- Set the scene. Raoul comes to a party alone. He meets his friend Liz. She tells him about some people at the party.
- Write these focus questions on the board:
 - 1. Where's Maggie?
 - 2. Where's Julia?
 - Does Julia know anyone at the party?
- Play the audio program once or twice. Elicit Ss' answers to the focus questions. (Answers: 1. She's at a concert. 2. She's standing near the window.
 No, she doesn't.)
- Play the audio program again. Ss look at the picture and read the conversation silently.
- Elicit or explain any new vocabulary.

Vocabulary

couldn't make it: wasn't able to come

Ss practice the conversation in pairs.

For a new way to teach this Conversation, try the Musical Dialog – download it from the website.

B @ [CD 2, Track 36]

- Explain the task.
- Play the audio program. Ss listen and label the people in the picture individually.
- Ss compare answers in pairs. Then go over answers with the class. Play the audio program again if needed.

AudioScript

Liz Let's see. Who else is here? Do you know Joe? He's really nice.

Raoul No, I don't. Which one is he?

Liz He's over there. He's the one wearing white pants and . . .

Raoul ... and a yellow polo shirt?

Liz That's right. And then there's Michiko Sasaki. She works with me at the office.

Raoul Oh? Which one is Michiko?

Liz She's the woman in black pants and a green sweater. She's wearing glasses.

Raoul Yeah, I see her. She's the one talking to Joe, right? Liz Uh-huh.

Raoul And who are those two people dancing? Liz Oh, that's my best friend. Her name is Rosa. She's

really nice.

Raoul That's an interesting . . . purple dress.

Liz She's dancing with John DuPont, her new boyfriend.
Raoul John is Rosa's boyfriend?
Liz Yeah. Say, didn't you want to meet Julia?
Raoul Uh, I'm sorry, but which one is Julia again?

Answers

(from left to right) Joe, Michiko, Julia, John, Rosa



Source: Based on an idea from Time Out New York

Which clothing items do you often wear? Circle the items.

What are three more things you like to wear?

What's your style? Is it classic? cool and casual? funky? something else?

CONVERSATION Which one is she?

A D Listen and practice.

Liz: Hi, Raoul! Good to see you! Where's Maggie?

Raoul: Oh, she couldn't make it. She went to a concert with Alex.

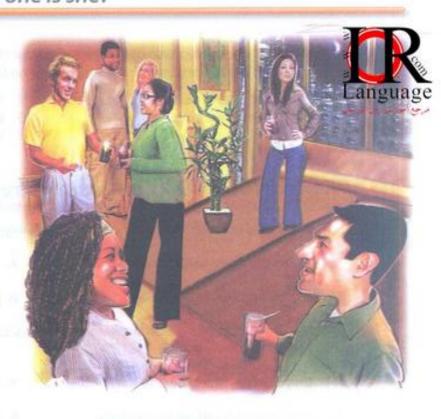
Liz: Oh! Well, why don't you go and talk to Julia? She doesn't know anyone here.

Raoul: Julia? Which one is she? Is she the woman wearing glasses over there?

Liz: No, she's the tall one in jeans. She's standing near the window.

Raoul: Oh, I'd like to meet her.

B Listen to the rest of the conversation. Label Joe, Michiko, Rosa, and John in the picture.



Modifiers with participles and prepositions ©

Who's Raoul? Which one is Raoul? He's the man

Participles wearing a green shirt. talking to Liz.

Who's Liz? Which one is Julia? Who are the Smiths? Which ones are the Smiths? She's the woman She's the tall one They're the people They're the ones Prepositions

with short black hair.
in jeans.
next to the window.
on the couch.

A Rewrite these statements using modifiers with participles or prepositions.

- Clark is the tall guy. He's wearing a button-down shirt and cargo pants.
 Clark is the tall guy wearing a button-down shirt and cargo pants.
- 2. Adam and Louise are the good-looking couple. They're talking to Tom.
- 3. Lynne is the young girl. She's in a striped T-shirt and blue jeans.
- 4. Jessica is the attractive woman. She's sitting to the left of Antonio.
- 5. A.J. is the serious-looking boy. He's playing a video game.

B PAIR WORK Complete these questions using your classmates' names and information. Then take turns asking and answering the questions.

	Who's the man sitting next to ?	4.	Which one is
2.	Who's the woman wearing	5.	Who are the people
3.	Who is	6.	Who are the ones

10 PRONUNCIATION Contrastive stress in responses

Listen and practice. Notice how the stress changes to emphasize a contrast.

A: Is Anthony the one wearing the red shirt?

A: Is Judy the woman on the couch?

B: No, he's the one wearing the black shirt.

B: No, Diana is the woman on the couch.

A: Is Britney the one sitting next to Katy?

A: Is Donald the one on the couch?

B: No, she's the one standing next to Katy.

B: No, he's the one behind the couch.

GRAMMAR FOCUS

Learning Objective: practice using modifiers with participles and prepositions

[CD 2, Track 37]

Modifiers with particles and prepositions

- · Write these five sentences on the board:
 - 1. He's the man dancing in the living room.
 - 2. She's the one wearing a dress.
 - 3. She's the one with dark hair and glasses.
 - 4. He's the one in white pants.
 - 5. She's the tall person next to the window.
- Focus Ss' attention on the Conversation on page 61.
 Ss identify each person in pairs.
- Go over the answers as a class. (Answers: 1. John
 Rosa 3. Michiko 4. Joe 5. Julia)
- Explain the form of a present participle (verb + -ing).
 Then elicit the participles in the sentences on the board (dancing and wearing) and underline them.
- Elicit the prepositions in the sentences on the board (with, in, and next to) and circle them.
- Focus Ss' attention on the Grammar Focus box. Point out that one replaces man or woman and ones refers to more than one person.
- Play the audio program. Answer any remaining questions.

A

- Explain the task and ask two Ss to read the example statement and rewritten statement.
- Ss complete the task individually. Then they compare answers in pairs.
- Ask different Ss to write the answers on the board.
 Then go over them with the class.

Answers

- Clark is the tall guy wearing a button-down shirt and cargo pants.
- Adam and Louise are the good-looking couple talking to Tom.
- Lynne is the young girl in a striped T-shirt and blue jeans.
- Jessica is the attractive woman sitting to the left of Antonio.
- 5. A.J. is the serious-looking boy playing a video game.

B Pair work

- Explain the task. Ss complete the task using the names of classmates.
- Ss complete the task individually. Go around the class and give help as needed.
- Ss take turns asking and answering their questions in pairs. Go around the class and note any grammar errors.
- Option: For more practice, Ss change partners and complete the task again.

10 PRONUNCIATION

Learning Objectives: notice changes in stress; learn to sound natural when using contrastive stress

A (CD 2, Track 38)

- Play the audio program. Ss listen for the stressed words.
- Focus Ss' attention on the conversations. Point out that people use more stress when they correct information.
 Ask: "What words does Student B stress?" (Answers: black, Diana)
- Play the audio program again. Ss listen and clap when they hear the stressed words.

B (CD 2, Track 39)

- Focus Ss' attention on the conversations. Ask them to mark the words they think Student B will stress.
- Play the audio program. Ss check and correct their guesses.

 Check answers as a class. Then Ss practice the conversations in pairs.

Answers

(Contrastive stress is in boldface.)

- A: Is Britney the one sitting next to Katy?
 B: No, she's the one standing next to Katy.
- 2. A: Is Donald the one on the couch?
 - B: No. he's the one behind the couch.
- Option: Ask Ss to write questions about classmates or classroom objects with incorrect information (e.g., Is the teacher the one sitting in the back? Is your backpack the one on the floor?). Then Ss ask each other the questions in pairs. Go around the class and check their use of contrastive stress.
- For a new way to teach this Pronunciation, try
- Walking Stress download it from the website.

111 READING

Learning Objectives: read and discuss an article about fashion; develop skills in scanning and reading for detail

- Books closed. Write Fashion: mixing and matching styles, patterns, and color on the board. Ask Ss to write down words related to this topic in pairs. If Ss don't know anything about the topic, ask them to write questions they have about it. Elicit Ss' answers and questions.
- Books open. Ss read the pre-reading question, and scan the article to find three fashions.

Possible answers

c, a, b

A

 Ss read the article silently. Ask Ss to guess the meanings of any words they don't know.

IP Encourage Ss to guess the meaning of a new word by looking at the part of speech, its position in the sentence, and the context.

- Explain the task and model the first example. Ss find the words in italics in the article. Then they match each word with its meaning.
- Ss complete the task individually. Then they compare their answers in pairs.
- Option: Ss work in groups of three. Each S matches two words with their meanings. Then Ss share answers as a group.
- · Go over answers with the class.

Answers

1. e 2. d 3. a 4. b 5. f 6. c

Elicit or explain any remaining vocabulary.

Vocabulary

prints: a patterned fabric, not a solid color
trick: a clever way to do something
similarity: how things are alike
background: part of a design that is not the
main feature
vintage: quality clothing from the past
modern: of the present time
outdated: no longer in style
alter: to change to fit or make stylish
tucked in: having the bottom of a shirt inside the pants

- Ask Ss what they learned or found interesting in the article.
- Option: Ss find the topic of each paragraph.
 (Answers: 1. mixing colors and patterns 2. mixing old and new 3. mixing baggy and slim)

B Pair work

 Ss discuss the questions in pairs. Then elicit their ideas.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

DEAR KEN AND PIXIE

Your style questions answered!



Look at the pictures. What is each an example of? Match the descriptions with the pictures. a. mixing old and new b. mixing baggy and slim c. mixing colors and patterns

All of your questions this week are about mixing and matching styles, patterns, and colors.



Dear Ken and Pixie, I'm reading a lot about how to mix prints in the latest fashion magazines. But when I wear different prints together, I look silly. What's the trick?

- Mixed-up

Dear Mixed-up,

It's not difficult to wear different prints together. Find the similarity in each item of clothing you want to wear. Mix two or three items with the same background color, like white or another neutral color. Mix a large print with a small one. Mix similar patterns, like stripes with plaid. But if you don't feel comfortable in it, don't wear it!



Dear Ken and Pixie, In college, I wore vintage clothes, but now I'm 30 and need a modern look. How can I wear vintage styles without looking outdated?

- Oldie but Goodie

Dear Oldie but Goodie,

Vintage clothing is always in! But mix it with something new for a modern look. Wear a vintage shirt with pants. Pair an old belt with a new bag. Wear vintage shoes with new jeans. But sometimes you need to alter the clothes. For example, take a baggy vintage skirt and make it slim, or cut the shoulder pads out of a vintage jacket.



Dear Ken and Pixie, I'm seeing both baggy pants and skinny pants on the designer runways. Also, short pants and long pants. What's in style?

- Confused Carrie

Dear Confused Carrie.

It's all in style! For pants, anything goes this year. The trick is to wear something on top that is the apposite of the style of the pants. So, if you're wearing boggy pants, try a slim shirt. If slim pants are your thing, wear a baggy sweater. Short pants? Try funky shoes. Wear long pants with your shirt tucked in and a belt.

Read the webpage. Find the words in italics in the text. Then match each word with its meaning.

- 1. neutral
- a. not in style
- 2. vintage
- b. change
- 3. outdated
 - 4. alter
- c. slim
- 5. baggy
- d. from the past but still in style
- 6. skinny
- e. without strong color
- f. loose fitting

B PAIR WORK Answer these questions.

- Do you mix and match patterns and colors? What does your favorite outfit look like?
- Do you have any vintage clothing? What time period is it from?
- 3. Do you wear clothes because they are fashionable or because they look good on you, or both?

Unit 10 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot		SSD Unit 10 Vocabulary I
CYCLE 1	2 Conversation	Control of the second	SS0 Unit 10 Speaking 1
5	3 Grammar Focus		SB Unit 10 Grammar Plus focus 1 SSD Unit 10 Grammar 1 ARC Present perfect; already, yet 1–2 WB Unit 10 exercises 1–3
	4 Conversation		SSD Unit 10 Speaking 2
	5 Grammar Focus	TSS Unit 10 Extra Worksheet TSS Unit 10 Grammar Worksheet	SB Unit 10 Grammar Plus focus 2 SSD Unit 10 Grammar 2 ARC Present perfect vs. simple past 1–2 ARC For and since
	6 Pronunciation	A ROMAN MARKET	
	7 Listening		
Z TITE	8 Word Power	TSS Unit 10 Vocabulary Worksheet	SSD Unit 10 Vocabulary 2–3 ARC Activities
,	9 Speaking	755 Unit 10 Listening Worksheet	
	10 Writing	755 Unit 10 Writing Worksheet	
	11 Interchange 10		
	12 Reading	TSS Unit 10 Project Worksheet VID Unit 10 VRB Unit 10	SSD Unit 10 Reading 1–2 SSD Unit 10 Listening 1–3 SSD Unit 10 Video 1–3 WB Unit 10 exercises 4–10

With or instead of the following SB section	You can also use these materials for assessment	950 =
Units 9-10 Progress Check	ASSESSMENT CD Units 9–10 Oral Quiz ASSESSMENT CD Units 9–10 Written Quiz	guille 0

Key

ARC: Arcade

58: Student's Book

SSD: Self-study DVD-ROM

TSS: Teacher Support Site

VID: Video DVD

VRB: Video Resource Book

WB: Workbook

My Plan for Unit 10

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
		A STATE OF THE PARTY OF THE PAR
		g stull bone on allega at 1 / Anti-
		A Charge and To A
		All the work a publication of the control
		Sector recognish a soundary word (SNV at 5 - Inst.
With or instead of the following SB section		
34 747	The standing of	
	The second of the second	

Have you ever ridden a camel?

SNAPSHOT



Source: www.neworleansonline.com

Which activities have you done?

Check () the activities you would like to try.

CONVERSATION A visit to New Orleans

A Listen and practice.

Jan: It's great to see you, Todd. Have you been in New Orleans long?

Todd: No, not really. Just a few days.

Jan: I can't wait to show you the city. Have you been to a jazz club yet?

Todd: Yeah, I've already been to one.

Jan: Oh. Well, how about a riverboat tour?

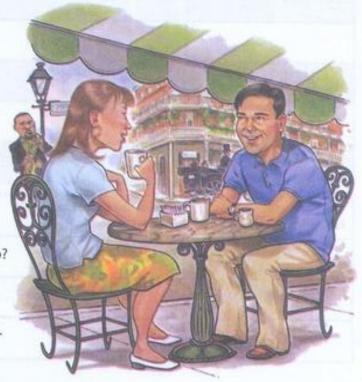
Todd: Uh, I've already done that, too. Jan: Have you ridden in a streetcar?

They're a lot of fun.

Todd: Actually, that's how I got here today.

Jan: Well, is there anything you want to do?

Todd: You know, I really just want to take it easy. My feet are killing me!



Have you ever ridden a camel?

Cycle 1, Exercises 1-3



SNAPSHOT

Learning Objective: talk about fun activities to do

- Books closed. Explain that this unit is about fun and unusual activities. Elicit fun or unusual activities Ss like to do and write them on the board.
- Books open. Ss look at the Snapshot and compare their ideas. Elicit or explain any new vocabulary.

 Point out that this information is from an entertainment guide, a book that lists things to do. Explain the task and read the questions.

for, and since.

In Unit 10, students talk about past

experiences. In Cycle 1, they talk about recent activities using the present perfect, already, and yet. In Cycle 2, they discuss experiences from the recent and distant past

using the present perfect and simple past,

 Ss do the task individually. Go around the class to give help as needed. Then elicit the answers from the class.

streetcar: a passenger train that goes along city streets riverboat: a large passenger boat that travels on a river

2

CONVERSATION

Learning Objectives: practice a conversation between two people in New Orleans; see the present perfect in context

A @ [CD 2, Track 40]

- Books closed, Ask: "Where is New Orleans? What music is famous there? What festival is famous there?" (Answers: Louisiana, jazz, Mardi Gras)
- Books open. Set the scene. Todd is visiting New Orleans. His friend Jan wants to show him the city.
- Draw this chart on the board:

Activities

65

No

- 1. Go to a jazz club
- 2. Take a riverboat tour
- 3. Ride in a streetcar
- 4. Relax

Ask Ss to copy the chart.

- Explain the task. Ss listen to the audio program and check () Yes if Todd has done the activities and No if he hasn't.
- Play the audio program and Ss complete the task.
 Then elicit their answers, (Answers: 1, yes 2, yes 3, yes 4, no)
- Play the audio program again. Ss listen and read along silently.
- Ask these comprehension questions: "When did Todd arrive in New Orleans? How did he get to the café?" Elicit Ss' answers. (Answers: a few days ago, by streetcar)
- · Elicit or explain any new vocabulary.

Vocabulary

I can't wait to: I'm excited about; I'm looking forward to take it easy: relax

My feet are killing me!: My feet really hurt!

· Ss practice the conversation in pairs.

B @ [CD 2, Track 41]

- Explain the task and read the focus question.
- Play the audio program. Ss listen for the answer individually. Then elicit the answer.

AudioScript

Jan So let's just stay here and relax. I know you're tired. Todd Thanks, Jan. But we can plan something for tomorrow.

Jan Great! Have you been to the zoo?

Todd No, I haven't. But I've heard it's good. Let's go there in the afternoon.

Jan OK.

Todd Say, have you been to the French market? I'd love to go there, too.

Jan Actually, I've never been there.

Todd You're kidding! And how many years have you lived in New Orleans? We have to go there.

Answers

They plan to go to the zoo and the French market.

3

GRAMMAR FOCUS

Learning Objectives: practice the present perfect with already and yet; ask and answer questions using the present perfect with regular and irregular past participles

© [CD 2, Track 42]

Present perfect

Focus Ss' attention on the Conversation on page 64. Ask: "What has Todd done in New Orleans?" Elicit Ss' answers and write them on the board:

heen to a jazz club.

He has done a riverboat tour,
ridden in a streetcar.

- Ask: "When did he do these things?" (Answer: sometime in the past few days)
- Explain that these sentences are in the present perfect.
 We use this tense with past actions when the exact time is not important.
- Draw this time line on the board:

TODD ARRIVED jazz club NOW

Explain that Todd has been to a jazz club sometime in the past few days. We don't know the exact time, and it's not important.

- Say: "Imagine that Todd has been to three jazz clubs this week." Draw two more X's on the time line and say: "Todd has been to a jazz club three times this week."
- Focus Ss' attention on the Grammar Focus box. Elicit or explain the rules for forming present perfect statements and yes/no questions: Subject + has/have + past participle. Has/Have + subject + past participle?
- Point out the placement of yet and already and explain the meaning. Yet goes at the end of present perfect questions and at the end of negative statements. Already goes before the past participle and means "earlier than expected."
- Play the audio program and answer any questions.

A

- Explain the task and read the examples. Then ask different Ss and elicit their answers. If needed, point out the expression once, twice, and a couple of times.
- Call on Ss to read the regular and irregular past participles. Then point out the list of irregular past participles in the appendix.

 Ss complete the task individually and compare answers in pairs. Then ask different Ss to write their answers on the board.

Possible answers

- I've cleaned the house once/twice this week./
 I haven't cleaned the house this week.
- I've made my bed every day/three times this week./ I haven't made my bed this week.
- I've cooked dinner every day/four times this week./
 I haven't cooked dinner this week.
- I've done laundry once/twice this week./
 I haven't done laundry this week.
- I've washed the dishes once/five times this week./ I haven't washed the dishes this week.
- I've gone grocery shopping once/twice this week./
 I haven't gone grocery shopping this week.

B

- Explain the task and model the first conversation with a S.
- Ss complete the task individually. Encourage Ss to use contractions in their answers. Go around the class and give help as needed. Then elicit Ss' answers.

Answers

- A: you much exercise this week?
 B: Yes, already to aerobics class four times.
- 2. A: you any sports this month?
 B: No, the time.
- A: How many movies you to this month?
 B: Actually, any yet.
- A: you to any interesting parties recently?
 B: No, I to any parties for quite a while.
- A: you any friends today?
 B: Yes, already three calls.
- 6. A: How many times you out to eat this week?
 - B: at fast-food restaurants a couple of times.

C Pair work

- Ss take turns asking and answering the questions in part B in pairs.
- For more practice with present perfect questions, play

 Hot Potato download it from the website.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Present perfect; already, yet 🧿

The present perfect is formed with the verb have + the past participle.

Have you been to a jazz club?

Yes, I've been to several.

Has he called home lately?

Yes, he's called twice this week.

Have they eaten dinner yet?

Yes, they've already eaten.

No, he hasn't called in months.

No, they haven't eaten yet.

No, I haven't been to one.

Contractions

I've = I have

you've = you have

he's = he has

she's = she has

it's = it has

we've = we have they've = they have

they've = they hav hasn't = has not

haven't = have not

A How many times have you done these things in the past week? Write your answers. Then compare with a partner.

- 1. clean the house
- 2. make your bed
- 3. cook dinner
- do laundry
 - 5. wash the dishes
 - 6. go grocery shopping

regular past participles

call → called

hike → hiked

jog → jog**ged**

try --> tried

I've cleaned the house once this week.

OR

I haven't cleaned the house this week.

irregular post participles

be → been

do → done

eat --> eaten

go → gone

have -- had

make --> made

ride → ridden see → seen

B Complete these conversations using the present perfect. Then practice with a partner.

A: Have you done much exercise this week? (do)

B: Yes, I _____ already ____ to aerobics class four times. (be)

2. A: _____ you ____ any sports this month? (play) B: No, I _____ the time. (have)

3. A: How many movies ______ you ____ to this month? (be)

B: Actually, I any yet. (see)

4. A: _____ you ____ to any interesting parties recently? (be)

B: No, I ______ to any parties for quite a while. (go)

5. A: _____ you ____ any friends today? (call)

B: Yes, I _____ already ____ three calls. (make)

6. A: How many times _____ you ____ out to eat this week? (go)

B: I _____ at fast-food restaurants a couple of times. (eat)

C PAIR WORK Take turns asking the questions in part B. Give your own information when answering.

4

CONVERSATION Actually, I have.

A D Listen and practice.

Peter: I'm sorry I'm late. Have you been here long?

Mandy: No, only for a few minutes.

Peter: Have you chosen a restaurant yet?

Mandy: I can't decide. Have you ever eaten Moroccan food?

Peter: No, I haven't. Is it good?

Mandy: It's delicious. I've had it several times.

Peter: Or how about Thai food? Have you ever

had green curry?

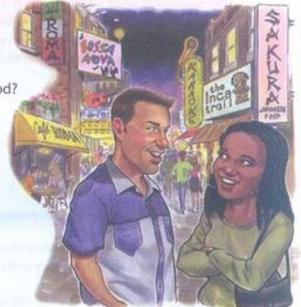
Mandy: Actually, I have. I lived in Thailand as a

teenager. I ate it a lot there.

Peter: I didn't know that. How long did you live there?

Mandy: I lived there for two years.

B C Listen to the rest of the conversation. Where do they decide to have dinner?



5 GRAMMAR FOCUS

Present perfect vs. simple past 💿

Use the present perfect for an indefinite time in the past.

Use the simple past for a specific event in the past.

Have you ever eaten Moroccan food? Yes, 11

Yes, I have. I ate it once in Paris.

No, I haven't. I've never eaten it.

Have you ever had green curry?

Yes, I have. I tried it several years ago.

No, I haven't. I've never had it.

A Complete these conversations. Use the present perfect and simple past of the verbs given and short answers. Then practice with a partner.

1.	A: you ever in a karaoke bar? (sing) B: Yes, I in one on my birthday.
2.	A: you ever something valuable? (lose) B: No, I But my brother his camera on a trip once.
3.	A: you ever a traffic ticket? (get) B: Yes, I Once I a ticket and had to pay \$50.
4.	A: you ever a live concert? (see) B: Yes, I the Black Eyed Peas at the stadium last year.
5.	A: you ever late for an important appointment? (be) B: No, I But my sister 30 minutes late for her wedding

B PAIR WORK Take turns asking the questions in part A. Give your own information when answering.



CONVERSATION

Learning Objectives: practice a conversation about types of food; see the present perfect and simple past in context

A @ [CD 2, Track 43]

- Set the scene. Peter and Mandy are discussing where to eat dinner. Elicit ideas and vocabulary from the picture.
- Write this focus question on the board: What does Peter learn about Mandy?
- Books closed. Play the audio program and Ss listen for the answer. (Answer: She lived in Thailand for two years as a teenager.)
- Books open. Play the audio program again. Ss read the conversation silently.
- Ss practice the conversation in pairs.
- For a new way to practice this Conversation, try the Moving Dialog – download it from the website.

B (CD 2, Track 44)

- Explain the task and read the focus question.
 Encourage Ss to make predictions.
- Play the audio program. Ss listen for the answer.
 Then elicit the answer from the class.

AudioScript

Peter So what about dinner? I'm hungry!
Mandy Have you tried Sakura? They have
excellent sushi.

Peter Actually, I had Japanese food for lunch.

Mandy Well, how about Italian food? Café Roma is a
great place, and it isn't far.

Peter That's fine with me. I love Italian food.

Answers

They decide to have dinner at Café Roma.

5

GRAMMAR FOCUS

Learning Objectives: practice the present perfect and simple past; practice using expressions with for and since

(CD 2, Track 45)

Present perfect

- · Write these questions on the board:
 - 1. Has Peter ever eaten Moroccan food?
 - 2 Has Mandy ever had green curry?
- Focus Ss' attention on the Conversation in Exercise 4 and elicit the answers. (Answers: 1. No, he hasn't. 2. Yes, she has.)
- Ask a few Have you ever questions around the class (e.g., "Have you ever eaten Moroccan food? Have you ever eaten green curry?"). Elicit Ss' answers.
- Write this on the board:
 Have you <u>ever</u> eaten green curry?
 (No.) I've never eaten green curry
- Point out that ever means "at any time in your life." We use it in present perfect questions, but not in answers. Never means "not ever," and we use it in present perfect statements.

Simple past

 Ask: "When did Mandy eat green curry?" Then elicit possible answers (e.g., She ate it several years ago/in 2008/as a teenager.).

- Focus Ss' attention on the Grammar Focus box. Point out that we use the simple past to talk about a specific event in the past.
- · Play the audio program.

A

- Explain the task and model the first conversation with a S.
- Ss complete the task individually. Go around and encourage Ss to use contractions in short answers.
- · Elicit the answers. Then Ss practice with a partner.

Answers

- 1. A: Have you ever sung in a karaoke bar?
 - B: Yes, I have. I sang in one on my birthday.
- 2. A: Have you ever lost something valuable?
 - B: No, I haven't. But my brother lost his camera on a trip once.
- 3. A: Have you ever gotten a traffic ticket?
 - B: Yes, I have. Once I got a ticket and had to pay \$50.
- 4. A: Have you ever seen a live concert?
 - B: Yes, I have. I saw the Black Eyed Peas at the stadium last year.
- 5. A: Have you ever been late for an important appointment?
 - B: No, I haven't. But my sister was 30 minutes late for her wedding!

Pair work

Explain the task. Then Ss complete it in pairs.

Have you ever ridden a camel? T-66

© [CD 2, Track 46]

For and since

- Write this on the board:
 I lived in Thailand for two years.
 I've lived in Thailand for two years.
- Elicit or explain the difference. The first sentence is in the simple past. It means "I lived in Thailand in the past, but I don't live in Thailand now." The second sentence is in the present perfect. It means "I moved to Thailand two years ago, and I still live in Thailand now."
- Focus Ss' attention on the two expression boxes. Ask: "When do we use for? When do we use since?"
- Elicit or explain that we use for with periods of time and since with points in time. Elicit other expressions that go with for (e.g., a day/a week/a year), and since (yesterday/last week/2 P.M.).
- Play the audio program.

C

 Explain the task and model the first sentence. Then Ss complete the task individually. Go over answers with the class.

Answers

1. for 3. since 5. for 7. for 2. for 4. for 6. since 8. since

For more practice with for and since, play Run For It! – download it from the website.

D Pair work

- Explain the task and ask the first question. Elicit different answers with for and since.
- Ss complete the task in pairs. Go around the class and note any errors. Then write the errors on the board and correct them with the class.

6

PRONUNCIATION

Learning Objective: learn to sound natural by linking final /t/ and /d/ sounds in verbs with the vowels that follow

A @ [CD 2, Track 47]

Explain the task. Focus Ss' attention on the linked sounds in the example conversations. Then play the audio program.

B Pair work

- Explain and model the task. Elicit the linked sounds in the answers (i.e., cut it, tasted it, tried it, lost it, looked at it). Ask Ss to repeat the linked sounds.
- Ss work in pairs. They ask and answer the questions.
 Go around the class and check their use of linked sounds.

7

LISTENING

Learning Objective: develop skills in listening for main ideas

© [CD 2, Track 48]

- Ask: "What's the most interesting thing you've done recently?" Elicit Ss' answers.
- Set the scene and explain the task. Ss listen to find out where Clarice and Karl went and why they liked it.
- Play the audio program. Ss complete the first column of the chart individually. While they listen, draw the chart on the board. Then elicit the answers and ask Ss to write the answers on the board.
- Play the audio program again. Ss complete the second column of the chart individually. Then elicit the answers.

AudioScript

Karl So, Clarice, what have you been up to lately? Clarice Oh, well,...I tried a new restaurant last week. The Classical Café. Have you ever been there? Karl No, I haven't. What's it like?
Clarice It's wonderful! The food is great, and the prices are reasonable. But what's really interesting are the waiters. They sing.

Karl They what? Clarice They sing. Karl How unusual!

Clarice And what about you, Karl? Have you done anything interesting lately?

Karl Oh, well, I went to a food festival last week.

Clarice Really? I've never been to a food festival.

Karl It was really fun. It was a German food festival.

Clarice Oh, I love German food.

Karl This was the first time I had it. Everything was excellent. Now I'm learning to cook real German food. Clarice Wow! I'm impressed!

Possible answers

Clarice to the Classical Café

food is great; prices are reasonable; waiters sing fun; food was good

Karl to a

to a German food festival

T-67 Unit 10

For and since O

How long did you live in Thailand?

How long have you lived in Miami?

I lived there for two years. It was wonderful.

I've lived here for six months. I love it here.

I've lived here since last year. I'm really happy here.

Complete these sentences with for or since. Then compare with a partner.

1.	Pam was in Central America	a month last year.
2	I've been a college student	almost four years

Hiroshi has been at work 6:00 A.M.

4. I haven't gone to a party a long time.

Josh lived in Venezuela two years as a kid.

My parents have been on vacation Monday. Natalie was engaged to Danny _____ six months.

Pat and Valeria have been best friends high school.

PAIR WORK Ask and answer these questions.

expressions with since

expressions with for

6:45

last weekend

two weeks a few months several years a long time

1997

elementary school

How long have you studied at this school?

How long have you had your current hairstyle? How long have you known your best friend? How long have you been awake today?

PRONUNCIATION Linked sounds

Listen and practice. Notice how final /t/ and /d/ sounds in verbs are linked to the vowels that follow them.

A: Have you cooked lunch yet? A: Have you ever tried Cuban food?

B: Yes, I've already cooked it.

B: Yes, I tried it once in Miami.

B PAIR WORK Ask and answer these questions. Use it in your responses. Pay attention to the linked sounds.

Have you ever cut your hair? Have you ever tasted blue cheese? Have you ever tried Korean food? Have you ever lost your ID? Have you looked at Unit 11 yet?





LISTENING I'm impressed!

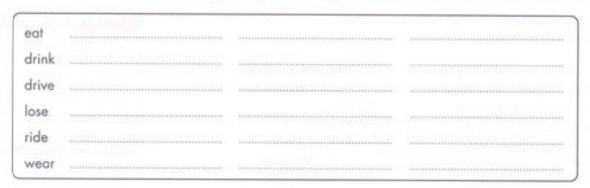
 Listen to Clarice and Karl talk about interesting things they've done recently. Complete the chart.

	Where they went	Why they liked it
Clarice Karl		

8 WORD POWER Activities

Find two phrases to go with each verb. Write them in the chart.

a camel a costume iced coffee a motorcycle your phone a truck chicken's feet herbal tea your keys octopus a sports car a uniform



B Add another phrase for each verb in part A.

9 SPEAKING Have you ever . . . ?

A GROUP WORK Ask your classmates questions about the activities in Exercise 8 or your own ideas.

A: Have you ever ridden a camel?

B: Yes, I have.

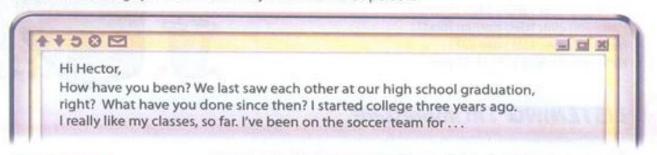
C: Really? Where were you?

B CLASS ACTIVITY Tell the class one interesting thing you learned about a classmate.



10 WRITING An email to an old friend

A Write an email to someone you haven't seen for a long time.
Include three things you've done since you last saw that person.



B PAIR WORK Exchange emails with a partner. Write a response to it.

11 INTERCHANGE 10 Lifestyle survey

What kind of lifestyle do you have? Go to Interchange 10 on page 125.

68 Unit 10

8

WORD POWER

Learning Objective: learn collocations for activities with eat, drink, drive, lose, ride, and wear.

A

- Explain the task. Ss find two phrases in the list that go with each verb. Model the first example (eat + chicken's feet). Then elicit other words or phrases that go with eat (e.g., octopus).
- · Elicit or explain any new vocabulary.
- Ss complete the task in pairs. While they work, draw the chart on the board. Then go around the class and give help as needed.
- Option: Allow Ss to use their dictionaries.
- Elicit Ss' answers. Ask different Ss to write their answers on the board.

Answers

eat drink	chicken's feet herbal tea	octopus iced coffee	steak soda
drive	a sports car	a truck	a car
lose	your phone	your keys	your glasses
ride	a motorcycle	a camel	a horse
wear	a costume	a uniform	an outfit

(Note: Possible additional phrases are italicized.)

- Elicit the past participle forms of the verbs. (Answers: eaten, drunk, driven, lost, ridden, worn)
- For more practice with these collocations, play

 Concentration download it from the website. Ss
 match each verb and a phrase to make collocations.

B

- · Explain the task.
- · Ss complete the task in pairs.
- · Elicit Ss' answers.

9

SPEAKING

Learning Objective: talk about past experiences using the present perfect and collocations

A Group work

- Write these expressions on the board:
 Really? Wowl I'm impressed! You're kidding!
 Point out that we use these expressions to show interest or surprise. Model how to say them. Ss repeat.
- Option: Ss find more examples of responses in previous conversations. Practice them as a class.
- Explain the activity and model the example conversation with two Ss. Focus Ss' attention on the

- picture and ask: "Where was she?" Encourage Ss to make guesses.
- Elicit other follow-up questions and write them on the board.
- Ss complete the activity in small groups. Go around the class and encourage Ss to ask follow-up questions.
- Option: Ss get one point for each follow-up question they ask. The S in each group with the most points wins.

B Class activity

 Ss share things they learned about their classmates with the class.

10

WRITING

Learning Objective: write a letter to an old friend using the present perfect and simple past

A

- Ask the class: "Who haven't you seen in a long time?" Elicit Ss' answers.
- Explain the task. Then Ss read the example letter silently.

 Ss write their letters individually. Remind Ss to check their use of present perfect and simple past.

B Pair work

 Ss exchange letters in pairs. They imagine they are the "old friend" and write a response.



INTERCHANGE 10

See page T-123 for teaching notes.

12 READING

Learning Objectives: read and discuss interviews about risky sports; develop skills in skimming and reading for specific information

- Books closed. Write Risky Sports on the board. Elicit or explain that risky means "dangerous."
- Ss brainstorm risky sports in small groups. Then ask different Ss to write them on the board.

TO prepare Ss for a Reading, ask Ss to brainstorm things they already know about the topic.

- Books open. Read the pre-reading task. Elicit ideas from the pictures.
- · Ss skim the interviews and complete the task.

Answers

- 1. wingsuit flying
- 2. kiteboarding
- 3. ice climbing

A

· Elicit, explain, or ask Ss to look up new vocabulary.

Vocabulary

accident: something bad that happens unexpectedly spin: to move in circles

fly like a bird: a simile or figure of speech comparing two things using the word like

conditions: the state of weather and the environment that affect someone doing sports

unpredictable: not able to tell what will happen in the future

surfer: person who surfs

TIP To avoid confusing Ss, only pre-teach the words they need to complete the task. They can look up the other words later.

 Explain the task. Ss read the interviews and complete the chart. Then go over the answers with the class.

Possible answers

	Sport	What they enjoy	The danger(s)
1. Josh	wingsuit	flying like a bird	jumping too fast
2. Lisa	kiteboarding	the challenge, overcoming danger	hitting another surfer; the wind dropping you against something hard
3. Alex	ice climbing	feels good, beautiful view	thin air, very cold, storms

B Pair work

 Explain the task and read the discussion questions. Ss discuss the questions in pairs.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

TAKING THE RISK

Look at the pictures and skim the interviews.

Then write the name of the sport below each picture.

Sports World magazine recently spoke with Josh Parker, Lisa Kim, and Alex Costas about risky sports.

SW: Wingsuit flying is a dangerous sport, Josh. What do you enjoy about it? And have you ever had an accident?

Josh: No, I've never been hurt. But, yes, it is dangerous, even for experienced flyers. I've been doing it for five years, but I still get a little nervous before I jump out of the plane. That's the most dangerous thing. Once, I jumped too fast, and I started to spin. That was scary! But it's amazing to be able to fly like a bird.

SW: Lisa, you've been kiteboarding for years now. What are some of the dangers?

Lisa: Oh, there are many dangers.

When you're in the ocean, the conditions can be unpredictable. The wind can lift you up too fast and then drop you against something hard, like sand, or even water. You can also hit another surfer. But I like the challenge, and I like overcoming danger. That's why I do it.

SW: Alex, have you ever experienced any dangers while ice climbing?

Alex: Yes, absolutely. When you're high up on a mountain, the conditions are hard on the body. The air is thin, and it's very cold. I've seen some really dangerous storms. But the great thing about it is how you feel when you're done. Your body feels good, and you have a beautiful view of the snowy mountaintops.



A Read the interviews. Then complete the chart.

	Sport	What they enjoy	The danger(s)
1. Josh			
1. Josh 2. Lisa			
3. Alex			

B PAIR WORK Would you like to try any of these sports? Why or why not?

Units 9–10 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Ask about and describe people's appearance (Ex. 1)			
Identify people by describing what they're doing, what they're wearing, and where they are (Ex. 2) Find out whether or not things have been done (Ex. 3)	8	0	00
Understand descriptions of experiences (Ex. 4)		0	
Ask and answer questions about experiences (Ex. 4) Find out how long people have done things (Ex. 5)			

ROLE PLAY Missing person

Student A: One of your classmates is lost.
You are talking to a police officer.
Answer the officer's questions
and describe your classmate.

Student B: You are a police officer. Someone is describing a lost classmate. Ask questions to complete the form.

Can you identify the classmate?

Change roles and try the role play again.

NAME	min			# 78	439122475	
HEIG	HT:	WEIGH	Tr	-	AGE:	
BLUE GREEN C		COLOR		HAI	HAIR COLOR	
		☐ BROWN ☐ HAZEL	☐ RE	BLOND BROWN RED BLACK GRAY BALD		
CLO	THING:					

2 SPEAKING Which one is . . . ?

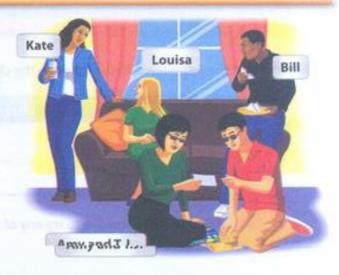
A Look at this picture. How many sentences can you write to identify the people?

Amy and T.J. are the people in sunglasses. They're the ones looking at the picture.

B PAIR WORK Close your books. Who do you remember? Take turns asking about the people.

A: Which one is Bill?

B: I think Bill is the guy sitting ...



Units 9-10 Progress check

SELF-ASSESSMENT

Learning Objectives: reflect on one's learning; Identify areas that need improvement

- Ask: "What did you learn in Units 9 and 10?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) a little.
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 - 1. Ask Ss to complete all the exercises.
 - Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 - Ask Ss to choose and complete exercises based on their Self-assessment.



ROLE PLAY

Learning Objectives: assess one's ability to ask about and describe a person's appearance

- Read the instructions aloud and explain the task. Student A makes a report about a lost classmate and Student B completes the Missing person report. Point out that Student A should not give the name of the classmate. Then Student B guesses the identity of the lost classmate.
- Go over the information in the report. Elicit different things Ss can write in the report.
- · Write this example conversation on the board:
 - A: Excuse me, Officer. Can you help me? One of my classmates is lost.
 - B: Sure. Um, is the person a man or a woman? A: A woman.

B: OK. I need to know her age. How old is she?

A: I think she's 19 or 20.

B: All right And how tall is she?

Model the conversation with a S. The S is person A and you are person B. Whenever the S gives additional information, pretend to write it in the report.

- Ss complete the task in pairs. Then Student B looks around the room and identifies the lost classmate.
- Set a time limit of about three minutes. Then Ss change roles. Go around the class and give help as needed.

TIP If you don't have enough class time for the speaking activities, assign each S a speaking partner. Then have Ss complete the activities with their partners for homework.



SPEAKING

Learning Objectives: assess one's ability to identify people by describing what they're doing, what they're wearing, or where they are

A

- Focus Ss' attention on the picture. Ask a S to read the example sentences.
- Ss write sentences about each person individually.
- . Option: Go around the class and check Ss' work.

Possible answers

Kate is the woman/one holding a soda/in jeans. Louisa is the woman/one sitting on the sofa/in the green dress.

Bill is the man/one eating something/in a black shirt. Amy and T. J. are the people/ones looking at the picture/in sunglasses.

B Pair work

- Write the names Kate, Louisa, Bill, and Amy and T.J. on the board.
- Books closed. Explain the task. Ss ask questions about the people on the board in pairs (e.g., Which one is Bill?). They answer using their memory of the picture. If they have difficulty, they can look at their sentences.
- Model the example conversation with a few Ss. Elicit different ways Ss can answer.
- Ss complete the task.

SPEAKING

Learning Objective: assess one's ability to answer questions about whether or not things have been done

A

- Explain the task. Ss imagine they are preparing for three situations. Read the situations and the example.
- Ss list four things they need to do for each situation.

B Pair work

- Explain the task. Ss exchange lists. Student A asks Student B what he or she has done in each situation. Student B gives responses using already or yet.
- Ss complete the task in pairs.



LISTENING

Learning Objectives: assess one's ability to understand descriptions of experiences; assess one's ability to ask and answer questions about experiences

A [CD 2, Track 49]

- Set the scene. Jamie is on a cruise and is talking to someone about things she has done.
- Go over the chart and explain any new vocabulary.
 Then play the audio program. Ss complete the task.

AudioScript

Man Are you enjoying the cruise, Jamie?
Jamie Oh, yes, very much. Actually, I won a contest and this cruise was the prize.

Man That's fantastic! Hey, I've always wondered something about contests. The cruise left from Miami, so how did they get you there? Did they fly you there?

Jamie No, I live in Miami, so I didn't have to travel at all.

I've never flown on a plane. But I did get to stay in an expensive hotel in Miami for a day.

Man That's nice.

Jamie Yeah, it was. Oh, and I saw Jennifer Lopez there. She was in the same hotel.

Man Jennifer Lopez? Really? Did you meet her? Jamie No. In fact, I've never met a famous person. But I think she smiled at me. Man Cool

Jamie Yeah. And I got to enjoy the hotel activities. I even tried windsurfing.

Man Sounds fun.

Jamie Yeah, it was. But I did something stupid. I took my wallet with me and almost lost it. I'm always very careful with my wallet, and I have never lost it. It almost fell into the ocean. Luckily, I caught it.

Man That was lucky! Well, it sounds like you've really enjoyed this trip.

Jamie For the most part, I mean, I've been a little seasick, but I'll remember this trip forever. I've even kept a diary this whole time so I can tell my friends all about it.

Man I'm sure they'll love that. Well, enjoy the rest of the cruise.

Jamie Thanks, I will.

Answers

won a contest, stayed in an expensive hotel, gone windsurfing, been seasick, kept a diary

B Group work

 Ss take turns asking about the events in part A in small groups.

5

SURVEY

Learning Objective: assess one's ability to use how long, for, and since with the present perfect

A

Ss complete the My answers column individually.
 Point out that they should use for or since.

B Class activity

- Model the task. Ask several Ss the first question until one gives the same answer. Explain that you will write that S's name in the Classmate's name column.
- · Ss go around the room and complete the task.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again.
 Ask: "How well can you do these things now?"
- Ask Ss to underline one thing they need to review.
 Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

T-71 Units 9-10 Progress check

SPEAKING Reminders

A Imagine you are preparing for these situations. Make a list of four things you need to do for each situation.

Your first day of school is in a week. You are moving to a new apartment. You are going to the beach. "To do" list: first day of school 1. buy notebooks

B PAIR WORK Exchange lists. Take turns asking about what has been done. When answering, decide what you have or haven't done.

A: Have you bought notebooks yet? B: Yes, I've already gotten them.

4 LISTENING What have you done?

won a contest	gone windsurfing
flown in a plane	 lost her wallet
stayed in an expensive hotel	been seasick
met a famous person	kept a diary

B GROUP WORK Have you ever done the things in part A? Take turns asking about each thing.



5 SURVEY How long ...?

A Write answers to these questions using for and since.

How long have you?	My answers	Classmate's name
owned this book		(40440100000000000000000000000000000000
studied English		
known your best friend		
lived in this town or city		
been a student	4014-1-00000000000000000000000000000000	***************************************

B CLASS ACTIVITY Go around the class. Find someone who has the same answers. Write a classmate's names only once.

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Unit 11 Supplementary Resources Overview

		fter the following B exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1	Word Power	Jetycks freewal to world use to	SSD Unit 11 Vocabulary 1–2
	2	Conversation		SSD Unit 11 Speaking 1
CYCLE 1	3	Grammar Focus	TSS Unit 11 Vocabulary Worksheet	SB Unit 11 Grammar Plus focus 1 SSD Unit 11 Grammar 1 ARC Adverbs before adjectives ARC Adverbs before adjectives and Conjunctions
	4	Listening		nazminati Nanta ma si si
	5	Writing		WB Unit 11 exercises 1–5
	6	Snapshot		B Company with a ten 39
	7	Conversation	SA sing of special with	SSD Unit 11 Speaking 2
	8	Grammar Focus	TSS Unit 11 Extra Worksheet TSS Unit 11 Grammar Worksheet	SB Unit 11 Grammar Plus focus 2 SSD Unit 11 Grammar 2–3 ARC Modal verbs can and should
7	9	Pronunciation		ARC Can't and shouldn't
CYCLE	10) Listening	- Company of the contract of t	
	1	1 Speaking	TSS Unit 11 Listening Worksheet TSS Unit 11 Writing Worksheet	
	12	2 Interchange 11		
	1.	3 Reading	TSS Unit 11 Project Worksheet VID Unit 11 VRB Unit 11	SSD Unit 11 Reading 1–2 SSD Unit 11 Listening 1–3 SSD Unit 11 Video 1–3 WB Unit 11 exercises 6–10

ARC: Arcade

VID: Video DVD

VRB: Video Resource Book

SB: Student's Book SSD: Self-study DVD-ROM TSS: Teacher Support Site

WB: Workbook

My Plan for Unit 11

Use the space below to customize a plan that fits your needs.

With the following SB exercises	l am using these materials in class	My students are using these materials outside the classroom
	The state of the s	
		prince of the second of
		The second and the se
		bandler to the short of
		Amad
		The Break Carrier William
		San San Cara Cara Cara Cara Cara Cara Cara Ca
		ESE VICENT CARD BLOOK WALLEY SEE
		Carming Volume 107 Early Service
With or instead of the	I am using these materials	
following SB section	for assessment	
No.		

It's a very exciting place!

WORD POWER Adjectives

A PAIR WORK Match each word in column A with its opposite in column B. Then add two more pairs of adjectives to the list.

A		В	
1.	beautiful	a.	boring
2.	cheap	b.	crowded
3.	clean	C.	dangerous
4.	interesting	d.	expensive
5.	quiet	e.	noisy
6.	relaxing	f.	polluted
7.	safe	g.	stressful
8.	spacious	h.	ugly
9.		i.	
10.		j.	
D	naunwany Chassan		and the same



beautiful

B PAIR WORK Choose two places you know. Describe them to your partner using the words in part A.

CONVERSATION It's a fairly big city.

A Listen and practice.

Eric: So, where are you from, Carmen? Carmen: I'm from San Juan, Puerto Rico.

Eric: Wow, I've heard that's a really nice city.

Carmen: Yeah, it is. The weather is great, and there

are some fantastic beaches nearby.

Eric: Is it expensive there?

Carmen: No, it's not very expensive. Prices

are pretty reasonable.

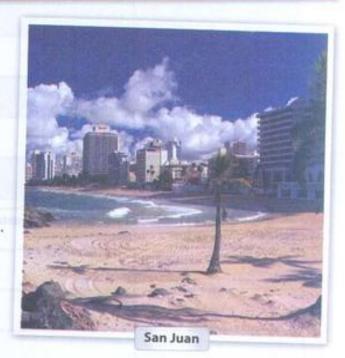
Eric: How big is the city?

Carmen: It's a fairly big city. It's not too big, though.

Eric: It sounds perfect to me. Maybe I should

plan a trip there sometime.

B © Listen to the rest of the conversation. What does Carmen say about entertainment in San Juan?



It's a very exciting place!

Cycle 1, Exercises 1-5



WORD POWER

Learning Objective: learn vocabulary for describing places

A Pair work

- Elicit adjectives that describe cities (e.g., beautiful, ugly) and write them on the board.
- Ss check (✓) the adjectives they listed. Then they read the other words silently.
- Elicit words Ss don't understand or know how to pronounce. Explain or pronounce these words.
- Explain the task and elicit the first example.
 Then Ss complete the matching task in pairs.
- · Go over answers with the class.

Answers

1, h 2, d 3, f 4, a 5, e 6, q 7, c 8, b

discuss popular vacation places using can and should.

In Unit 11, students talk about hometowns,

cities, and countries. In Cycle 1, they talk about their hometowns using adverbs, adiectives, and conjunctions. In Cycle 2, they

may use their dictionaries if they wish. Go over possible answers.

· Pairs now add two more sets of opposites. Ss

Possible answers

modern/traditional large/small hot/cold

- Ask Ss to write the new adjectives in their notebooks and check (✓) the ones that describe their city or town.
- For more practice matching opposite adjectives, play

 Concentration download it from the website.

B Pair work

 Ss choose two cities or towns from any country and describe them in pairs. Encourage them to use the adjectives in part A.

CONVERSATION

Learning Objectives: practice a conversation about a city; see adverbs before adjectives, and conjunctions, in context

A @ [CD 3, Track 1]

- Books closed. Set the scene. Eric is asking Carmen about her hometown of San Juan, Puerto Rico.
- Ask: "What do you know about Puerto Rico? Where is it? What's it like?"
- Write this on the board:
 - 1. Weather: OK or areat?
 - 2. Beaches: polluted or fantastic?
 - Prices: reasonable or expensive?
- Play the audio program. Ss listen to the audio program to find the answers. Then they compare answers with a partner.
- Go over the answers with the class. (Answers:
 1. great 2. fantastic 3. reasonable)
- Books open. Play the audio program again.
- Ss listen and read silently. Then they practice the conversation in pairs. Go around the class and give help as needed.
- For a new way to teach this Conversation, try the

 Disappearing Dialog download it from the website.

B C [CD 3, Track 2]

- · Explain the task and read the focus question.
- Play the audio program. Ss listen for the answer.
 Then they compare answers in small groups. Go over the answer with the class.

AudioScript

Eric So what kinds of things are there to do in San Juan? Carmen Well, there are a lot of nightclubs. Puerto Ricans love to dance!

Eric I'm not much of a dancer. Anything else?

Carmen Well, a lot of people enjoy going out to eat.

There are some excellent restaurants in Old San Juan.

They're popular with both locals and tourists.

Eric Now that sounds good. I love to eat!

Possible answers

There are a lot of nightclubs and some excellent restaurants

 Option: Ask Ss: "Would you like to visit San Juan? Why or why not?"

GRAMMAR FOCUS

Learning Objectives: practice using adverbs before adjectives; write sentences using conjunctions

(CD 3, Track 3)

Adverbs before adjectives

- . Focus Ss' attention on the Conversation on page 72. Ask: "What has Eric heard about San Juan?" (Answer: It's really nice.) Then ask: "How big is San Juan?" (Answer: It's fairly big.)
- Explain that sometimes we use adverbs like very, really, and fairly to modify adjectives.
- Ask Ss to find more examples of adverbs that modify adjectives in the Conversation and underline them (e.g., very expensive, pretty reasonable, too big). Elicit other adverbs.
- · Focus Ss' attention on the adverbs box. Point out that they are organized from the most to the least.
- . Focus Ss' attention on the Grammar Focus box. Point out the position of the adverb and elicit the rule: X is adverb + adjective.

X is a/an adverb + adjective + noun.

- Explain that too means "more than you want," so we usually use it with negative adjectives (e.g., too bad, NOT too nice). Also, we cannot use too with an adverb + adjective + noun (e.g., too expensive, NOT a too expensive city).
- · Play the audio program.
- . Option: Focus Ss' attention on part B of the Word Power on page 72. Ss describe a city again, using adverbs + adjectives.

- · Explain the task. Ss match the questions with
- Go over answers with the class. Then Ss practice the conversations in pairs.

Answers

2. d

3. a.

4. b

For practice asking questions about cities, play Twenty Questions - download it from the website.

(CD 3, Track 4)

Conjunctions

. Focus Ss' attention on the first sentence in the second Grammar Focus box. Ask: "Are big and nice positive or negative?" (Answer: Both are positive.)

- · Point out that we use and to connect two positive or two negative ideas. Elicit a sentence with two negative ideas (e.g., The city is ugly, and the weather is terrible.). Ask: "What punctuation comes before and?" (Answer: a comma)
- Focus Ss' attention on the other three sentences. Ask: "Are they positive + positive, negative + negative, or positive + negative?" (Answer: positive + negative) Explain that we use but, though, and however to connect a positive idea with a negative idea.
- Tell Ss to look at the position of but, though, and however. Ask: "How are though and however different from but?" (Answer: But is in the middle of the sentence. Though and however are at the end.)
- · Ask: "What punctuation comes before each conjunction?" (Answer: a comma) Point out that and and but connect two complete sentences.
- Play the audio program.

- · Explain the task and model the first answer. Ss complete the task individually. Go around the class and check Ss' use of punctuation.
- Ask different Ss to write their answers on the board. Go over answers with the class.

Answers

- 1. Taipei is very nice, and everyone is extremely friendly.
- 2. The streets are crowded. It's easy to get around, though.
- 3. The weather is nice. Summers get pretty hot, however.
- Shopping is great, but you have to bargain in the markets.
- 5. It's an amazing city, and I love to go there.

Group work

· Write these topics on the board:

People

Food

Shopping

Weather

Crime

Things to do

- Explain the task and ask two Ss to read the example conversation. Point out that Ss can discuss the topics on the board.
- Ss complete the task. Ask Ss to name the negative statement in each description.
- · Go around the class and note any errors. Then write them on the board and ask Ss to correct them.

TIP To check if Ss have understood the grammar, write their errors on the board. Then ask Ss to correct them.

Adverbs before adjectives 💿

San Juan is **really** nice. It's fairly big.

It's a really nice city. It's a fairly big city.

It's not very expensive.

It's not a very expensive place.

It's too noisy, and it's too crowded for me.

Match the guestions with the answers. Then practice

a. Oh, really? It's beautiful and very clean. It has a

extremely

very

really

pretty

fairly somewhat

too

- 1. What's Seoul like? Is it an interesting place?
- Do you like your hometown? Why or why not? ...

the conversations with a partner.

- 3. What's Sydney like? I've never been there.
- 4. Have you ever been to São Paulo?
- 5. What's the weather like in Chicago? ...

- great harbor and beautiful beaches.
- b. Yes, I have. It's an extremely large and crowded place, but I love it. It has excellent restaurants.
- c. It's really nice in the summer, but it's too cold for me in the winter.
- d. Not really. It's too small, and it's really boring. That's why I moved away.
- e. Yes. It has amazing shopping, and the people are pretty friendly.

Conjunctions 😉

It's a big city, and the weather is nice. It's a big city, but it's not too big.

It's a big city. It's not too big, though. It's a big city. It's not too big, however.

- Choose the correct conjunctions and rewrite the sentences.
- Taipei is very nice. Everyone is extremely friendly. (and / but)
- The streets are crowded. It's easy to get around. (and / though)
- 3. The weather is nice. Summers get pretty hot. (and / however)
- Shopping is great. You have to bargain in the markets. (and / but)
- 5. It's an amazing city. I love to go there. (and / however)

GROUP WORK Describe three cities or towns in your country. State two positive features and one negative feature for each.



- A: Lima is very exciting and there are a lot of things to do, but it's too cold.
- B: The weather in Shanghai is ...

4 LISTENING My hometown

■ Listen to Joyce and Nicholas talk about their hometowns. What do they say? Check (✓) the correct boxes.

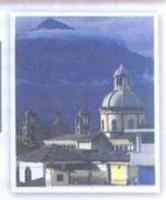
	В	ig?	Inter	esting?	Expe	nsive?	Beau	utiful?
Joyce Nicholas	Yes	No O	Yes	No O	Yes	No O	Yes	No O

5 WRITING An interesting place

A Write about an interesting town or city for tourists to visit in your country.

Otavalo is a very interesting town in Ecuador. It's to the north of Quito. It has a fantastic market, and a lot of tourists go there to buy local handicrafts. The scenery around Otavalo is very pretty and . . .

B PAIR WORK Exchange papers and read each other's articles. Which place sounds more interesting?



6 SNAPSHOT



Source: www.fodors.com

Which places would you like to visit? Why?

Put the places you would like to visit in order from most interesting to least interesting.

What three other places in the world would you like to visit? Why?

LISTENING

Learning Objective: develop skills in listening for details

[CD 3, Track 5]

- Books closed. Set the scene. Joyce and Nicholas are talking about their hometowns.
- Books open. Explain the task. Play the audio program and Ss complete the chart.
- Ss compare answers in pairs. Then go over answers.

AudioScript

1.

Woman So tell me about your hometown, Joyce. Joyce Well, it's a really small town.

Woman What's it like there?

Joyce Oh, I think it's boring.

Woman Really? Why?

Joyce Well, there's nothing to do. No good restaurants. No nightlife.

Woman Oh, that's too bad. But small towns are pretty inexpensive to live in.

Joyce Well, yeah, it is really cheap. And lots of people love it there because it's very pretty.

Woman Yeah?

Joyce Uh-huh. It has great scenery – lots of mountains and rivers, lakes and trees . . .

Woman Well, I don't know, Joyce. It sounds like a great place.

2

Woman Do you come from a big city, Nicholas? Nicholas Yeah, I guess. It's pretty big.

Woman So there's a lot to do there?

Nicholas Yeah. It's a really fun place. It has some cool art museums and great theaters and restaurants.

Woman Really? How are the prices? Is it expensive? Nicholas I guess so. Food costs a lot in the supermarket and in restaurants. And apartments! The rents are very high.

Woman And what's it like there? What does it look like? Nicholas Well, it's very clean, and it's really pretty, too. There are lots of parks and trees right in the center of the city.

Answers

		Big?	Interesting?	Expensive?	Beautiful?
1.	Joyce	no			yes
2.	Nicholas	yes	yes	yes	yes

WRITING

Learning Objective: write an article about a place using adverbs before adjectives, and conjunctions

A

- · Explain the task. Then Ss read the example silently.
- · Ss write their article in class or for homework.

B Pair work

Explain the task. Ss complete the task in pairs.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Cycle 2, Exercises 6-13

6 SNAPSHOT

Learning Objective: talk about popular vacation spots

- Books closed. Write the six countries from the Snapshot on the board. Ask: "Which country would you like to visit? Why?"
- Books open. Ss read the Snapshot. Elicit or explain any new vocabulary.

Vocabulary

Disney World: a famous theme park The Tour de France: a famous bicycle race The Forbidden City: a famous palace
The Gold Market: a famous jewelry market
Carnaval: a famous street party featuring samba music,
dancing, eating and drinking
Java Jazz Festival: an annual festival featuring jazz music

Explain the tasks. Ss complete the tasks individually.
 Then they discuss their answers in small groups.



CONVERSATION

Learning Objective: practice a conversation about Mexico City; see modal verbs can and should in context

A 0 [CD 3, Track 6]

- Books closed. Set the scene. Two friends are talking about a city. Ask: "What city is it?" Play the first part of the audio program and Ss listen for the answer. (Answer: Mexico City)
- Write these focus questions on the board:
 - What's the Palace of Fine Arts like?
 - 2. How are the paintings at the Museum of Modern Art?
 - 3. How many free things does Elena recommend?
- Play the rest of the audio program. Then elicit Ss' answers to the questions on the board. (Answers: 1. really beautiful 2. amazing 3. three)
- Books open. Play the audio program again and Ss read the conversation silently. Elicit or explain any new vocabulary.
- · Ss practice the conversation in pairs.

Vocabulary

Anything else?: Is there anything more? you shouldn't miss: you should see

B @ [CD 3, Track 7]

 Explain the task and read the focus questions. Play the audio program. Elicit Ss' answers.

AudioScript

Elena Where are you from again, Thomas? Thomas I'm from Toronto, Canada. Elena Oh! I've always wanted to go there. What's it like?

What can you do there?

Thomas Well, there's a lot to do. But visitors should definitely spend some time in the museums. The museums there are great!

Answers

He's from Toronto, Canada. You should definitely visit the museums.

8

GRAMMAR FOCUS

Learning Objectives: practice conversations using can and should; ask and answer questions using can and should

6

[CD 3, Track 8]

Can and should

- Focus Ss' attention on the Conversation in Exercise 7. Ask: "How does Thomas ask for advice about Mexico City?" Write his question on the board:
 - Can you tell me a little about Mexico City?
- Ask: "How does Elena suggest what to see?" Elicit the answers and write them on the board:

You should definitely visit... You shouldn't miss the... You can...

- Point out that can and should are modals. They show a speaker's attitude or "mood." People use can and should to ask for and give advice.
- Elicit or explain the rule for using can and should in Wh-questions and statements: Wh-question + modal + subject + verb? Subject + modal (+ not) verb. Point out that modals do not take a final -s.
- Focus Ss' attention on the Grammar Focus box and play the audio program.

A

- Explain the task and model the first conversation with a S. Ss complete the task individually.
- Go over answers with the class. Then Ss practice the conversations in pairs.

Answers

- 1. A: I can't decide where to go on my vacation.
 - B: You should go to India. It's my favorite place to visit.
- A: I'm planning to go to Bogotá next year. When do you think I should go?
 - B: You can go anytime. The weather is nice almost all year.
- A: Should I rent a car when I arrive in Cairo? What do you recommend?
 - B: No, you should definitely use the subway. It's fast and efficient.
- 4. A: Where can I get some nice jewelry in Bangkok?
 - B: You shouldn't miss the weekend market. It's the best place for bargains.
- 5. A: What can I see from the Eiffel Tower?
 - B: You can see all of Paris, but in bad weather you can't see anything.

В

- Explain the task and read the questions. Ss complete the task individually. Then they compare answers in pairs.
- Elicit answers from the class.

7

CONVERSATION What should I see there?

A C Listen and practice.

Thomas: Can you tell me a little about Mexico City?

Elena: Sure. What would you like to know?

Thomas: Well, I'm going to be there next month, but for only two days. What should I see?

Elena: Oh, you should definitely visit the Palace of Fine Arts. It's really beautiful.

Thomas: OK. Anything else?

Elena: You shouldn't miss the Museum of Modern Art. It has some amazing paintings.

Thomas: Great! And is there anything I can do for free?

Elena: Sure. You can walk in the parks, go to outdoor markets, or just watch people. It's a fascinating city!

B C Listen to the rest of the conversation.

Where is Thomas from? What should you do there?



8

GRAMMAR FOCUS

Modal verbs can and should (i)

What can I do in Mexico City? What should I see there?

You can go to outdoor markets. You should visit the Palace of Fine Arts.

You can't visit some museums on Mondays. You shouldn't miss the Museum of Modern Art.

A Complete these conversations using can, can't, should, or shouldn't. Then practice with a partner.

A: I decide where to go on my vacation.
 B: You go to India. It's my favorite place to visit.
 A: I'm planning to go to Bogotá next year. When do you think I go?
 B: You go anytime. The weather is nice almost all year.
 A: I rent a car when I arrive in Cairo? What do you recommend?
 B: No, you definitely use the subway. It's fast and efficient.
 A: Where I get some nice jewelry in Bangkok?
 B: You miss the weekend market. It's the best place for bargains.
 A: What I see from the Eiffel Tower?
 B: You see all of Paris, but in bad weather, you see anything.

B Write answers to these questions about your country.
Then compare with a partner.

What time of year should you go there? What are three things you can do there? What can you do for free? What shouldn't a visitor miss?

PRONUNCIATION Can't and shouldn't

A Listen and practice these statements. Notice how the t in can't and shouldn't is not strongly pronounced.

You can get a taxi easily.
You can't get a taxi easily.
You should visit in the summer.
You shouldn't visit in the summer.

B Listen to four sentences. Circle the modal verb you hear.

1. can / can't 2. should / shouldn't

3. can / can't

4. should / shouldn't



10 LISTENING Three capital cities

A Co Listen to speakers talk about Japan, Argentina, and Egypt. Complete the chart.

Name of Street	Capital city	What visitors should see or do
1. Japan		
2. Argentina		
3. Egypt		

B Listen again. One thing about each country is incorrect. What is it?

SPEAKING Interesting places

GROUP WORK Has anyone visited an interesting place in your country? Find out more about it. Start like this and ask questions like the ones below.

A: I visited Istanbul once.

B: Really? What's the best time of year to visit?

A: It's nice all year. I went in March.

C: What's the weather like then?

What's the best time of year to visit?
What's the weather like then?
What should tourists see and do there?
What special foods can you eat?
What's the shopping like?
What things should people buy?
What else can visitors do there?



12 INTERCHANGE 11 City guide

Make a guide to fun places in your city. Go to Interchange 11 on page 126.

76 **unit** 11

PRONUNCIATION

Learning Objective: learn to sound natural when using can't and shouldn't

A @ [CD 3, Track 9]

- Books closed. Play the audio program. Ask: "What do you notice about the pronunciation of t in can't and shouldn't?" (Answer: It is not strongly pronounced.)
- Books open. Play the audio program again. Ss listen

and repeat. Go around the class and check their pronunciation of can't and shouldn't.

B @ [CD 3, Track 10]

 Explain the task. Play the audio program, and Ss circle the modal verb. Then elicit the correct answers.

Answers

1. can't 2. should

3. can't

4. shouldn't

10 LISTENING

Learning Objective: develop skills in listening for details

A @ [CD 3, Track 11]

- Books closed. Write Japan, Argentina, and Egypt on the board, Ask: "What do you know about these countries?" Elicit Ss' answers.
- Explain the task. Ss listen for more information about these countries. Play the audio program, pausing after each country. Elicit Ss' answers.
- Books open. Explain the task. Play the audio program again. Ss complete the chart individually. Then they compare answers in pairs. Elicit answers from the class.

AudioScript

.

Japan has several big islands and many smaller Islands. The capital city is Tokyo. The highest mountain in Japan is called Mount Everest. There are many beautiful Buddhist temples in Japan. And visitors should try Japanese food, especially sashimi, which is raw fish.

Argentina is a large country in South America. The capital city is Buenos Aires. The people all speak French. People visiting Buenos Aires shouldn't miss the downtown area. Many interesting people gather in this area. Argentina is also a good place to buy leather.

 Egypt is famous for its many pyramids. You can see the biggest ones near its capital city, Cairo. There are many colorful markets in Cairo, and visitors should definitely buy some souvenirs there. You can often bargain for good prices. Cairo is also famous for its river, the Amazon.

Answers

		Capital city	What visitors should see or do
1.	Japan	Tokyo	go to temples; eat Japanese food especially sashimi
2.	Argentina	Buenos Aires	see the downtown area; buy leather
3.	Egypt	Cairo	go to the market; buy souvenirs

B @ [CD 3, Track 12]

 Explain the task and read the focus question. Play the audio program, and Ss listen for the answers.

Answers

- 1. Japan's highest mountain is Mount Fuji, not Everest.
- Argentineans speak Spanish, not French.
- 3. Cairo's famous river is the Nile, not the Amazon.

SPEAKING

Learning Objective: talk about vacations using can, can't, should, and shouldn't

Group work

. Explain the task and ask three Ss to read the example

conversation. Go over the discussion questions.

- Option: Brainstorm additional discussion questions with the class. Write them on the board.
- Ss complete the activity in small groups.

12 INTERCHANGE 1

See page T-126 for teaching notes.

13 READING

Learning Objectives: read and discuss email messages; develop skills in predicting and reading for specific information

- Books closed. Write these questions on the board:
 - When on vacation, do you ever write to people?
 - 2. Do you send emails, letters, or postcards?
 - 3. Who do you write to?
 - 4. What do you write about?

Ss discuss the questions in pairs. Then elicit their answers.

- Books open. Write Fez, Cartagena, and Hanoi on the board. Then read the pre-reading questions. Ss complete the task individually.
- Ss scan the article to check their guesses.

Answers

puppet show: Hanoi two personalities: Cartagena famous for leather: Fez

 Ask Ss to underline any new vocabulary and look it up before class. Elicit or explain any words Ss cannot find.

Vocabulary

crafts: objects made by hand: decorations, pottery, furniture

local: from a small area

dye: to change the color of something using a special liquid

district: a specific area of a country or town salsa steps: the movements of the South American

dance called salsa mangrove: a tropical tree found near water window-shopping: spending time looking at items in shop windows without intent to buy

pottery: objects that are made out of clay by hand

For a new way to teach the vocabulary in this Reading, try Vocabulary Mingle – download it from the website.

A

- Explain the task and go over the activities in the chart. Tell Ss to only check (✓) the cities first. Model the first example. Tell Ss to look quickly through the emails for words related to go shopping. Ss complete the task individually.
- Tell Ss to look through the emails in detail for specific examples. Ss complete the task individually. Then they go over answers in pairs.
- Ask different Ss to write their answers on the board, using sentences with can (e.g., You can go shopping at a local market in Vietnam.).

Answers

Activity	Fez	Cartagena	Hanoi	Specific examples
1. go shopping	1	1	1	small shops, historic district, local market
2. see old buildings	1	/		the medina (old city), old Spanish buildings
3. go dancing		1		salsa
4. attend a festival	1			World Sacred Music festival
5. take a boat trip		1		canoe tour

B Pair work

- Read the discussion questions. Ss discuss them in pairs.
- For a new way to practice reading for specific
- information, try the Reading Race download it from the website.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle. Scan the email messages. What city has a puppet show? What city has two personalities? What city is famous for leather?

Fez is so interesting! I've been to the medina (the old city) every day. It has walls all the way around it, and more than 9,000 streets! It's always crowded and noisy. My favorite places to visit are the small shops where people make local crafts. Fez is famous for its

leather products. I visited a place where they dye the leather in dozens of beautiful colors.

I came at the perfect time, because the World Sacred Music festival is happening right now!

Kathy



I've discovered that Cartagena has two different personalities.
One is a lively city with fancy restaurants and crowded old plazas.
And the other is a quiet and relaxing place with sandy beaches.
If you come here, you should stay in the historic district – a walled area with great shopping, nightclubs, and restaurants. It has some

Last night, I learned some salsa steps at a great dance club. Today, I went on a canoe tour of La Ciénaga mangrove forest.

Mike





wonderful old Spanish buildings.

Hanoi is the capital of Vietnam and its second-largest city. It's a fun city, but six days is not enough time for a visit. I'm staying near the Old Quarter of the city. It's a great place to meet people. Last night I went to a water puppet show. Tomorrow I'm going to Ha Long Bay.

I took a cooking class at the Vietnam Culinary School. I bought some fruits and vegetables at a local market and then prepared some local dishes. My food was really delicious! I'll cook you something when I get home.

Belinda



A Read the emails. Check () the cities where you can do these things. Then complete the chart with examples from the emails.

Activity	Fex	Cartagena	Напоі	Specific examples
 go shopping see old buildings go dancing attend a festival take a boat trip 		000000	00000	

B PAIR WORK Which city is the most interesting to you? Why?

Unit 12 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot	er ser salvad er er at su tr	SSD Unit 12 Vocabulary 1 ARC Common health complaints
	2 Conversation	The state of the s	SSD Unit 12 Speaking 1
E1	3 Grammar Focus		SB Unit 12 Grammar Plus focus 1 SSD Unit 12 Grammar 1
CYCLE	4 Pronunciation		
	5 Interchange 12	a Sapile 1 spiles on the sine we	est youth attended youth a dievo
	6 Discussion		WB Unit 12 exercises 1-4
	7 Word Power	TSS Unit 12 Extra Worksheet TSS Unit 12 Vocabulary Worksheet	SSD Unit 12 Vocabulary 2 ARC Containers 1–2
	8 Conversation		SSD Unit 12 Speaking 2
2	9 Grammar Focus	TSS Unit 12 Grammar Worksheet	SB Unit 12 Grammar Plus focus 2 SSD Unit 12 Grammar 2 ARC Suggestions 1–2
CYCLE 2	10 Listening	TSS Unit 12 Listening Worksheet	Established by the second
G	11 Role Play	Ne chin tool e san	Loople some tives and vegetad
The second	12 Writing	TSS Unit 12 Writing Worksheet	
	13 Reading	TSS Unit 12 Project Worksheet VID Unit 12 VRB Unit 12	SSD Unit 12 Reading 1–2 SSD Unit 12 Listening 1–3 SSD Unit 12 Video 1–3 WB Unit 12 exercises 5–8

With or instead of the following SB section	You can also use these materials for assessment	
Units 11-12 Progress Check	ASSESSMENT CD Units 11–12 Oral Quiz ASSESSMENT CD Units 11–12 Written Quiz	

Key

ARC: Arcade

VID: Video DVD

58: Student's Book

55D: Self-study DVD-ROM

TSS: Teacher Support Site

WB: Workbook VRB: Video Resource Book

My Plan for Unit 12

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
Notice Control		
		A W. Latterprint plants and participation of the Pa
A COL		en Sapala sen averación unha plana maco. Si e leo de instruente en en per el
With or instead of the following SB section	I am using these materials for assessment	

It really works!

SNAPSHOT



Source: National Center for Health Statistics

Check (<) the health problems you have had recently. What do you do for the health problems you checked? How many times have you been sick in the past year?

CONVERSATION Health problems

A Listen and practice.

Joan: Hi, Craig! How are you?

Craig: Not so good. I have a terrible cold.

Joan: Really? That's too bad! You should be at home in bed. It's really important to get a lot of rest.

Craig: Yeah, you're right.

Joan: And have you taken anything for it?

Craig: No, I haven't.

Joan: Well, it's sometimes helpful to eat garlic soup. Just chop up a whole head of garlic and cook it in chicken stock. Try it!

It really works!

Craig: Yuck! That sounds awful!



It really works!

Cycle 1, Exercises 1-6



SNAPSHOT

Learning Objectives: learn vocabulary for common health problems; talk about health problems

- Books closed. Elicit common health problems from the class and write them on the board.
- Books open. Ss compare their ideas with the Snapshot. Explain any new vocabulary, using gestures if needed.
- Explain the tasks. Ss complete the tasks in small groups. Go around the class and give help as needed.

In Unit 12, students talk about health. In Cycle 1, they talk about health problems and give advice using adjective + infinitive and noun + infinitive. In Cycle 2, they ask for advice and give suggestions about health care products using the modal verbs can, could, and may.

- Ask the class: "How many of you have had a headache recently? Raise your hands." Ask about each health problem. Count the number of Ss who have had each one.
- For a new way to practice the vocabulary in this
 Snapshot, try Vocabulary Steps download it from
 the website. Ss rank the health problems according to
 most/least serious or most/least common.

2

CONVERSATION

Learning Objectives: practice a conversation about health problems; see adjective + infinitive and noun + infinitive in context

A (CD 3, Track 13)

- Ss cover the text and look at the picture. Elicit or explain vocabulary (e.g., tissues). Ask: "What health problem do you think Craig has? How do you know?"
- Play the first part of the audio program. Ss listen to check the answer. (Answer: a cold)
- Write this focus question on the board:
 What does Joan suggest for Craig's cold?
- Play the audio program and ask Ss to listen for the answer. Elicit the answer. (Answer: garlic soup)
- Elicit or explain any new vocabulary.

Vocabulary

get a lot of rest: relax or sleep a lot Have you taken anything for it?: have you taken any medicine?

chop up: cut into small pieces chicken stock: the liquid from chicken soup Yuck!: an expression of dislike, especially about food

- Play the audio program again. Ss listen and read silently.
- Ss practice the conversation in pairs. Go around the class and give help as needed.

To encourage Ss to look at each other while practicing Conversations, ask them to stand up and face each other. This also makes the conversation more active and natural.

B (CD 3, Track 14)

- Read the task and focus question. Ask Ss to make predictions. Write their ideas on the board.
- Play the audio program. Ss listen for the answers individually. Then elicit answers from the class.

AudioScript

1.

Craig [coughs]

Woman That cold sounds pretty bad, Craig! Craig Yeah, it is. Don't get too close.

Woman Well, you know, it's important to drink a lot of liquids. I have some herbal tea. Let me make you a cup.

Craig Oh, OK. That sounds good.

2.

Man How's that cold, Craig?

Craig Not so good. [sneezes] I've still got it.

Man Oh, too bad. Well, listen, it's a good idea to take some cold medicine. And you should go home and take a long, hot bath.

Craig You're right, Maybe I should, Thanks for the advice.

Answers

The woman suggests herbal tea. The man suggests cold medicine. He also says Craig should go home and take a long, hot bath.

3

GRAMMAR FOCUS

Learning Objectives: practice using adjective + infinitive and noun + infinitive; ask for and give advice using adjective + infinitive and noun + infinitive

(CD 3, Track 15)

- Books closed. Write these sentences on the board:
 You should get a lot of rest
 You should eat garlic soup.
- Point out that these sentences give suggestions with should. We can also give suggestions using an adjective or a noun followed by an infinitive. Cross out the words You should and replace them with It's important to and It's helpful to.
- Books open. Focus Ss' attention on the Grammar Focus box. Elicit the rule for forming adjective or noun + infinitive structures: It's important/helpful/a good idea to + verb.
- Focus Ss' attention on the Conversation on page 78.
 Ask Ss to underline the two examples of adjective or noun + infinitive structures.
- · Play the audio program.
- Option: Present additional positive adjective or noun + infinitive structures (e.g., It's useful to It's best to . . . , It's essential to . . .) and also negative infinitives (e.g., It's important not to . . . , It's best not to . . .).

A

 Explain the task. Ss read the problems and advice silently. Use the picture or gestures to explain new vocabulary (e.g., a sore throat, a fever, a toothache, a burn).

- Read the first problem. Elicit different pieces of advice.
- Ss complete the task individually. Then go over answers with the class.

Possible answers

1. a, c, d, i, j 3. b, d, e, g, i 5. g, h, j 7. b, f, i, j 2. a, d, i, j 4. c, d, g, i, j 6. d, g, j 8. c, d, g, i, j

B Group work

- Explain the task. Then model the example conversation with two Ss.
- Ss take turns giving advice in small groups.
 Go around the class and check their use of adjective or noun + infinitive structures.

Use your fingers to help Ss self-correct their errors. For example, if the error is in the fourth word in a sentence, show four fingers and point to the fourth finger.

C

- Explain the task and elicit endings for the first example. Write them on the board.
- Ss complete the task individually. Go around the class and give help as needed.
- For a new way to practice the vocabulary in this Grammar Focus, try *Mime* – download it from the website.

4

PRONUNCIATION

Learning Objectives: notice the reduction of to; learn to sound natural when using to in conversation

A @ [CD 3, Track 16]

- Model the reduction of to. Then play the audio program. Ss listen for the reduction of to.
- Play the audio program again. Ss take turns practicing the conversation in pairs.

If you are concerned about your pronunciation and intonation, always use the audio program to present material.

B Pair work

- Explain the task. Ss work in pairs. They ask for and give advice using their sentences from part C of Exercise 3. Ask a few pairs of Ss to model the task.
- Ss complete the task in pairs. Go around the class and check their reduction of to. Then elicit the most popular advice for each problem.

Adjective + infinitive; noun + infinitive 💿

What should you do for a cold?

It's important
It's sometimes helpful

It's a good idea

to get a lot of rest.

to eat garlic soup.

to take some vitamin C.

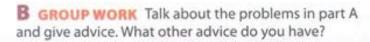
A Look at these health problems. Choose several pieces of good advice for each problem.

Problems

- 1. a sore throat
- 2. a cough
- 3. a backache
- 4. a fever
- 5. a toothache
- 6. a bad headache
- 7. a burn
- 8. the flu

Advice

- a. take some vitamin C
- b. put some ointment on it
- c. drink lots of liquids
- d. go to bed and rest
- e. put a heating pad on it
- f. put it under cold water
- q. take some aspirin
- h. see a dentist
- i. see a doctor
- j. get some medicine



- A: What should you do for a sore throat?
- B: It's a good idea to get some medicine from the drugstore.
- C: And it's important to drink lots of liquids and ...

Write advice for these problems. (You will use this advice in Exercise 4.)

a cold

sore eyes

a sunburn

sore muscles

For a cold, it's a good idea to . . .



4 PRONUNCIATION Reduction of to

A: What should you do for a fever?

B: It's important to take some aspirin. And it's a good idea to see a doctor.

B PAIR WORK Look back at Exercise 3, part C. Ask for and give advice about each health problem. Pay attention to the pronunciation of to.

a burn

5 INTERCHANGE 12 Help!

Play a board game. Go to Interchange 12 on page 127.

6 DISCUSSION Difficult situations

A GROUP WORK Imagine these situations are true for you. Get three suggestions for each one.

I get really hungry before I go to bed.

I sometimes feel really stressed.

I need to study, but I can't concentrate.

I feel sick before every exam.

I forget about half the new words I learn.

I get nervous when I speak English to foreigners.

A: I get really hungry before I go to bed. What should I do?

B: It's a bad idea to eat late at night.

C: It's sometimes helpful to drink herbal tea.

B CLASS ACTIVITY Have any of the above situations happened to you recently? Share what you did with the class.



WORD POWER Containers

A Use the words in the list to complete these expressions.
Then compare with a partner.

bag jar bottle pack box stick can tube

1.	a		of toothpaste
2.	a		of aspirin
3.	a	11	of bandages
4.	a		of shaving cream
5.	a		of tissues
6.	a		of face cream
7.	a		of cough drops
8	а		of deodorant

B PAIR WORK What is one more thing you can buy in each of the containers above?

"You can buy a bag of breath mints."

C PAIR WORK What are the five most useful items in your medicine cabinet?



INTERCHANGE 1

See page T-127 for teaching notes.

6 DISCUSSION

Learning Objective: discuss difficult situations using adjective + infinitive and noun + infinitive

A Group work

- Books closed. Ask: "What should you do when you forget someone's name?" Elicit Ss' answers, encouraging them to use should, adjective + infinitive, or noun + infinitive.
- Books open. Explain the task and ask different Ss to read the example situations. Elicit or explain any new vocabulary. Then ask three Ss to read the example conversation.
- Ss discuss the situations in small groups. Go around the class and write down any errors you hear.
- Write the most common errors on the board. Ask Ss to correct them in pairs.

For a new way to practice this Discussion, try the

Onion Ring technique – download it from the website.

B Class activity

Read the question to the class. Elicit Ss' answers.
 Encourage Ss to ask follow-up questions.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Cycle 2, Exercises 7-13

7

WORD POWER

Learning Objective: learn vocabulary for containers

A

- Books closed. Write the names of the various products from the Word Power on the board.
 Ask Ss which ones they use. Elicit or explain any new vocabulary.
- Option: Bring some of the products to class (e.g., a toothbrush, deodorant). Elicit the vocabulary.

TIP To teach the vocabulary for small everyday objects bring the actual objects to class.

- Books open. Focus Ss' attention on the picture. Elicit or present the words for containers.
- Ss complete the task individually.
- Go over answers with the class. Point out that we don't stress the word of.

Answers

- 1. a tube of toothpaste
- 2. a bottle of aspirin
- 3. a box of bandages
- 4. a can of shaving cream
- 5. a pack of tissues
- a jar of face cream
- 7. a bag of cough drops
- a stick of deodorant

B Pair work

- Explain the task and ask a S to read the model sentence. Point out that Ss can include any items (e.g., foods).
- Ss work in pairs. Then Ss write their ideas on the board.

Possible answers

- 1. a tube of ointment/hand cream/hair gel
- 2. a bottle of vitamins/shampoo/juice
- 3. a box of herbal tea/cereal/candy
- 4. a can of hair spray/foot spray/soda
- 5. a pack of lozenges/gum/mints
- 6. a jar of coffee/mayonnaise/jam
- 7. a bag of breath mints/potato chips/rice
- 8. a stick of gum/butter

C Pair work

Read the question. Ss complete the task in pairs.

8

CONVERSATION

Learning Objectives: practice a conversation between a pharmacist and a customer; see modal verbs for requests and suggestions in context

A @ [CD 3, Track 17]

- Books closed. Ask: "Where do you think the speakers are?" Play the audio program and Ss listen for the answer. Elicit the answer. (Answer: a pharmacy)
- Books open. Ss cover the text. Elicit the containers in the picture. Then ask: "What does the woman buy?" Encourage Ss to guess. Then play the audio program and elicit the answers. (Answers: a box of cough drops, a jar of lotion, and three bottles of multivitamins)
- Ask: "What three problems does the woman talk about?" Play the audio program again. Ss listen for the answers. Elicit the answers. (Answers: a cough/cold, dry skin, no energy.)
- Option: Ss work in two groups. Group A listens for the problems the woman talks about. Group B listens for the things she buys. Then they share information.
- Ss uncover the text. Then they read the conversation silently.
- Ss stand and practice the conversation in pairs.

Encourage them to role-play the conversation, as if they are in a pharmacy.

- For a new way to practice this Conversation, try
- Say It with Feeling! download it from the website.

B @ [CD 3, Track 18]

- Write these phrases on the board:
 tired eyes a backache insomnia
- Ask: "What problem does the customer have?"
 Play the audio program. Ss listen to find the answer.
 (Answer: a backache)
- Explain the task and read the focus question. Then play the audio program again. Elicit the answer.

AudioScript

Customer Excuse me.

Pharmacist Yes? How can I help you?

Customer Um, what do you suggest for a backache?

Pharmacist Well, you should take some aspirin. And it's a good idea to use a heating pad.

Customer Oh, and where is the aspirin?

Pharmacist In aisle five. Right over there.

Answers

He wants some aspirin.



GRAMMAR FOCUS

Learning Objective: practice conversations using modal verbs for requests and suggestions

© [CD 3, Track 19]

- Explain that it's impolite to say Give me or I want when asking for things in a store. People usually use modal verbs such as can, could, and may.
- Focus Ss' attention on the Conversation in Exercise 8. Ask: "How did Mrs. Webb ask for things?" Ask Ss to underline the examples. (Answers: Could I have . . .? . . . what do you suggest? Can you suggest . . .? May I have . . .?)
- Focus Ss' attention on the example questions in the first column of the Grammar Focus box. Point out that the first question (Can/May I help you?) is an offer of help. The other three questions are requests for help. Explain that people can use can, could, and may to make a request, but may is the most formal.
- Elicit the rule for questions with modals: Modal + subject + verb?
- Focus Ss' attention on the three ways to make suggestions in the second column. Ask Ss to find examples in the Conversation in Exercise 8 and underline them twice.

- Play the audio program.
- Explain the task and model the first conversation with a S.
- Ss circle the correct modal verbs individually. Then they compare answers in pairs.

Possible answers

- 1. A: Can I help you?
 - B: Yes. May I have something for itchy eyes?
 - A: You could try a bottle of eye drops.
- 2. A: What do you suggest for sore muscles?
 - B: Why don't you try this ointment? It's excellent.
 - A: OK. I'll take it.
- 3. A: Could I have a box of bandages, please?
 - B: Here you are.
 - A: And what do you suggest for insomnia?
 - B: You should try some of this herbal tea. It's very relaxing.
 - A: OK. Thanks.
- · Ss practice the conversations in pairs.
- For a new way to practice the conversations in this
- Grammar Focus, try the Substitution Dialog download it from the website. Ss replace the health problems and suggestions with ideas of their own.

CONVERSATION What do you suggest?

A Listen and practice.

Pharmacist: Hi. May I help you?

Mrs. Webb: Yes, please. Could I have something for a cough?

I think I'm getting a cold.

Pharmacist: Sure. Why don't you try these

cough drops? They work very well.

Mrs. Webb: OK, I'll take one box. And what do

you suggest for dry skin?

Pharmacist: Well, you could get a jar of this

new lotion. It's very good.

Mrs. Webb: OK. And one more thing. My

husband has no energy these days.

Can you suggest anything?

Pharmacist: He should try some of these

multivitamins. They're excellent.

Mrs. Webb: Great! May I have three large

bottles, please?

Listen to the pharmacist talk to the next customer. What does the customer want?



GRAMMAR FOCUS

Modal verbs can, could, may for requests; suggestions o

Can/May I help you?

Can I have a box of cough drops?

Could I have something for a cough?

May I have a bottle of aspirin?

What do you suggest/have for dry skin?

You could try this lotion.

You should get some skin cream.

Why don't you try this new ointment?

Circle the correct words. Then compare and practice with a partner.

- 1. A: Can / Could I help you?
 - B: Yes. May / Do I have something for itchy eyes?
 - A: Sure. You could / may try a bottle of eyedrops.
- 2. A: What do you suggest / try for sore muscles?
 - B: Why don't you suggest / try this ointment? It's excellent.
 - A: OK. I'll take it.
- 3. A: Could I suggest / have a box of bandages, please?
 - B: Here you are.
 - A: And what do you suggest / try for insomnia?
 - B: You should / may try this herbal tea. It's very relaxing.
 - A: OK, Thanks.



10 LISTENING Try this!

- A Solution to four people talk to a pharmacist. Check (✓) each person's problem.
- The man's feet are sore.
 - The man's feet are itchy.
- The woman can't eat.
 The woman has an upset stomach.
- The man has difficulty sleeping. The man is sleeping too much.
- The woman burned her hand.
 - The woman has a bad sunburn.
- Listen again. What does the pharmacist suggest for each person?

ROLE PLAY Can I help you?

Student A: You are a customer in a drugstore. You need:

something for low energy something for the flu something for a backache something for dry skin something for an upset stomach something for sore feet

Ask for some suggestions.

Student B: You are a pharmacist in a drugstore. A customer needs some things. Make some suggestions.

Change roles and try the role play again.



WRITING A letter to an advice columnist

Read these letters to an online advice columnist.

Dear Fix-it Fred

Dear Fix-it Fred

I have a problem and need your advice. My parents don't like how I dress. I think I have an interesting style, but my parents say I just look strange. Weren't they ever teenagers? Can you please help?

Funky Frida

Dear Fix-it Fred

Several months ago, I started college. I study a lot and have a part-time job, so I don't have much of a social life. I haven't made many friends, but I really want to. What do you suggest?

Too Busy

Now imagine you want some advice about a problem. Write a short letter to an advice columnist. Think of an interesting way to sign it.

GROUP WORK Exchange letters. Read and write down some advice at the bottom of each letter. Then share the most interesting letter and advice with the class.

10 LISTENING

Learning Objective: develop skills in listening for specific information

A [CD 3, Track 20]

 Set the scene and explain the task. Then play the audio program. Ss listen for the answers.

AudioScript

1.

Pharmacist Can I help you?

Man Yes, I'd like something for my feet. I went on a long hike yesterday and my feet are really sore.

Pharmacist I see. Why don't you try some of this ointment? You can put it on at night. It's very good for sore feet. I use it myself, actually.

2.

Woman Excuse me. I'm looking for something for a stomachache.

Pharmacist I see. How long have you had this problem? Woman For a few days, and it's getting worse. Pharmacist You could try this medicine. It may help. But I think you should see a doctor.

3.

Pharmacist Can I help you?

Man Yes. I just came back from London on a long flight, and I'm having trouble sleeping.

Pharmacist We have several things for that, including sleeping pills. But try some of this herbal tea. It's very good for jet lag. Drink some before you go to bed at night.

Man Thanks. I'll try it. I don't like taking sleeping pills.

4. Pharmacist Good morning. What can I do for you? Woman Um, I need something for a burn. I burned my hand a little when I was cooking last night. See? Pharmacist Oh, yes. I'll give you some cream for it. After you put on the cream, place a bandage over it for a few days. You should be fine. Woman Thanks.

· Go over answers with the class.

Answers

- 1. The man's feet are sore.
- 2. The woman has a stomachache.
- 3. The man has difficulty sleeping.
- 4. The woman burned her hand.

B [CD 3, Track 21]

- Explain the task and read the focus question. Then play the audio program. Ss listen for the answers.
- Ss go over their answers in pairs. Then go over answers with the class.

Answers

- 1. ointment
- 3. herbal tea
- 2. medicine
- 4. cream and a bandage

111 ROLE PLAY

Learning Objective: role-play a conversation between two people in a drugstore

- Set the scene and explain the task. Ss work in pairs. Student A is a customer in a drugstore, and Student B is a pharmacist. The customer asks for six things and the pharmacist makes suggestions.
- Option: If Ss need help getting started, refer them to the first few lines of the Conversation on page 81.
- · Ss complete the role play in pairs.
- Ss change roles. Go around the class and take notes on their grammar, pronunciation, fluency, and ideas.
- For a new way to teach this Role Play, try Time Out! download it from the website.

12 WRITING

Learning Objectives: write a letter to an online advice columnist using modal verbs for requests; write a response using suggestions

A

- Ask: "Do you ever read advice columns online? Do you like them? Why or why not?"
- Ss read the example emails silently. Elicit or explain any new vocabulary.

В

 Explain the task. Ss complete the task individually in class or for homework.

C Group work

 Explain the task. Then Ss complete the task in small groups.

13 READING

Learning Objectives: read and discuss an article about the rain forest; develop skills in predicting, skimming, and understanding the sequence of information

- Read the pre-reading question. Tell Ss to look at the title, pictures, and captions. Elicit Ss' predictions.
 (Answer: finding health remedies in the rain forest)
- For a new way to practice predicting, try Cloud

 Prediction download it from the website.

A

- Explain the task. Tell Ss to skim the article for the answer. Point out that they shouldn't worry about any new vocabulary.
- Allow about three minutes for Ss to complete the task. Then Ss check the best description of the article. Elicit the answer.

Answers

1

 Point out that this way of ordering information is common in many magazine and online articles.

B

 Present or ask Ss to look up key vocabulary from the reading.

To save time, have Ss look up the vocabulary in a dictionary before class. To encourage peer teaching, assign each S a few words to look up. Then have them teach each other the words in class.

Vocabulary

rain forest: a tropical forest medicinal: related to medicine

jungle: a tropical forest with many trees and plants

bleeding: losing blood

sources: places where things come from researchers: people who study something

searching: looking for produced: made; created

- Explain the task. Then answer the first question and identify the paragraph as a class.
- Ss complete the task individually and compare answers in pairs. Go around the class and check their answers.
 Help Ss with pronunciation as needed.

Answers

Par. 3 (from his grandmother)

Par. 5 (medical researchers)

Par. 2 (medicinal plants)

Par. 6 (none)

Par. 4 (about 50 percent)

 Option: Ss read the article again and underline any words they still don't know. Explain the words.

C Group work

Ss discuss the question in small groups. Go around the class and help with vocabulary as needed. Then elicit Ss' answers. (Possible answers: They're a source of oxygen, wood, rubber, and food. They're a home for many animals.)

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

WORLD NEWS

HOME

LOGIN

SETTINGS

STORIE

CURRENT ISSUE

ARCHIVES

WEB EXTRAS

BABIG

CONTACT US

SHRSCRIRE

Rain Forest Remedies?

Look at the title, pictures, and captions. What do you think the article is about?

- 1 Rodrigo Bonilla turns off the motor of the boat. We get off the boat and follow him along the path into the rain forest. Above us, a monkey with a baby hangs from a tree.
- 2 On this hot January day, Rodrigo is not looking for wild animals, but for medicinal plants – plants that can cure or treat illnesses. Medicinal plants grow in rain forests around the world.



Carol writes a column on health. Recently she took a trip to Tortuguero National Park in Costa Rica.



A broom tree

- 3 Rodrigo is Costa Rican. He learned about jungle medicine from his grandmother. He shows us many different plants, such as the broom tree. He tells us that parts of the broom tree can help stop bleeding.
- 4 People have always used natural products as medicine. In fact, about 50 percent of Western medicines, such as aspirin, come from natural sources. And some animals eat certain kinds of plants when they are sick.
- 5 This is why medical researchers are so interested in plants. Many companies are now working with local governments and searching the rain forests for medicinal plants.
- 6 So far, the search has not produced any new medicines. But it's a good idea to keep looking. That's why we are now here in the Costa Rican rain forest.

MORE>>

- A Read the article. Then check (✓) the best description of the article.
- 1. The article starts with a description and then gives facts.
- 2. The article gives the writer's opinion.
- 3. The article starts with facts and then gives advice.
- B Answer these questions. Then write the number of the paragraph where you find each answer.
- Where did Rodrigo learn about jungle medicine?
- Who is interested in studying medicinal plants?
- What is Rodrigo looking for in the rain forest?
 - How many new medicines have come from Rodrigo's search?
 - . How many Western medicines come from natural sources?

C GROUP WORK Can you think of other reasons why rain forests are important?

Units 11–12 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Understand descriptions of towns and cities (Ex. 1)	0		
Get useful information about towns and cities (Ex. 1, 2)			
Describe towns and cities (Ex. 2)			
Ask for and make suggestions on practical questions (Ex. 2, 3, 4)			
Ask for and give advice about problems (Ex. 3, 4)			

LISTENING I'm from Honolulu.

A Solution Listen to Jenny talk about Honolulu. What does she say about these things? Complete the chart.

1.	size of city	3.	prices of things	
2.	weather	4.	most famous place	

B Write sentences comparing Honolulu with your hometown. Then discuss with a partner.

Honolulu isn't too big, but Seoul is really big.

2 ROLE PLAY My hometown

Student A: Imagine you are planning to visit Student B's hometown. Ask questions using the ones in the box or your own questions.

Student B: Answer Student A's questions about your hometown.

A: What's your hometown like?
B: It's quiet but fairly interesting...

Change roles and try the role play again.

possible questions

What's your hometown like? How big is it? What's the weather like? Is it expensive? What should you see there? What can you do there?

Units 11-12 Progress check

SELF-ASSESSMENT

Learning Objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 11 and 12?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) a little.
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 - 1. Ask Ss to complete all the exercises.
 - Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 - Ask Ss to choose and complete exercises based on their Self-assessment.

LISTENING

Learning Objectives: assess one's ability to listen to and understand descriptions of cities; assess one's ability to describe places using adjectives, adverbs, and conjunctions

A (CD 3, Track 22)

- Set the scene and explain the task. Jenny is talking about Honolulu, her hometown. Ss listen and write the size of the city, weather, prices of things, and most famous place in their chart.
- Play the audio program once or twice. Ss listen and complete the chart.

AudioScript

Man So, you're from Hawaii, Jenny.
Jenny That's right.
Man Where in Hawaii?
Jenny I'm from Honolulu – on the island of Oahu.
Man Wow! Honolulu! That's a fairly big city, isn't it?
Jenny No, not really. It's not too big.
Man The weather is great, though. Right?
Jenny Oh, yes. It is. It's very comfortable the whole year.
Warm, but not too hot.
Man I've heard that Honolulu is an expensive city.
Is that true?

Jenny Well, yes, it is pretty expensive. Rents are high and food is expensive, too. That's because everything comes in from the mainland.

Man What's that beach in Honolulu?

Jenny Well, the most famous place in Honolulu is probably Waikiki Beach. That's where all the tourists go.

Man Yeah, that's it. Waikiki Beach.

. Go over answers with the class.

Answers

- 1. not too big
- 2. very comfortable; warm, but not too hot
- 3. pretty expensive
- 4. Waikiki Beach

В

- Explain the task. Ss write sentences comparing Honolulu with their hometowns. Point out the conjunction, adjectives, and adverbs in the example.
- Ss write sentences individually. Then they compare their sentences in pairs.

2

ROLE PLAY

Learning Objectives: assess one's ability to describe places using adjectives, adverbs, and conjunctions; assess one's ability to ask questions about cities and hometowns; assess one's ability to ask for and give suggestions with can and should

- Explain the task. Ss work in pairs. Student A is planning to visit Student B's hometown and asks questions about it. Student B answers the questions.
- Go over the possible questions. Model the example conversation with a S.
- Ss practice the role play in pairs. Then they change roles and practice again. Go around the class and give help as needed.

B DISCUSSION

Learning Objectives: assess one's ability to ask for and give suggestions using can and should; assess one's ability to ask for and give advice using adjective + infinitive and noun + infinitive

A Group work

- Explain the task and model the example conversation with two Ss.
- Ss write advice and remedies for the problems individually. Go around the class and give help as needed.
- Ss compare their ideas in small groups. Encourage Ss to use expressions of advice (e.g., it's useful to, it's helpful to, you should).
- Go around the room and check Ss' use of adjective + infinitive and noun + infinitive.

B Group work

- · Read the questions and explain the task.
- Ss discuss the questions in small groups. Encourage them to add follow-up questions.



SPEAKING

Learning Objectives: assess one's ability to ask for and give advice using adjective + infinitive and noun + infinitive; assess one's ability to give suggestions on a variety of problems

A Group work

- Set the scene. The three problems are from an advice column.
- Ss read the problems silently. Then elicit or explain any new vocabulary.
- Explain the task. In small groups, Ss suggest advice for each problem and choose the best advice. Model the example conversation with two Ss.
- · Ss complete the task.

B Class activity

· Ask different Ss to share their group's advice.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"
- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

3

DISCUSSION Medicines and remedies

A GROUP WORK Write advice and remedies for these problems. Then discuss your ideas in groups.









For a stomachache, it's a good idea to . . .

- A: What can you do for a stomachache?
- B: I think it's a good idea to buy a bottle of antacid.
- C: Yes. And it's helpful to drink herbal tea.

B GROUP WORK What health problems do you visit a doctor for? go to a drugstore for? use a home remedy for? Ask for advice and remedies.

4

SPEAKING Advice column

A GROUP WORK Look at these problems from an advice column. Suggest advice for each problem. Then choose the best advice.



I'm visiting the United States. I'm staying with a family while I'm here. What small gifts can I get for them?



My co-worker always talks loudly to her friends – during work hours. I can't concentrate! What can I do?



Our school wants to buy some new gym equipment. Can you suggest some good ways to raise money?

- A: Why doesn't she give them some flowers? They're always nice.
- B: That's a good idea. Or she could bring chocolates.
- C: I think she should ...

B CLASS ACTIVITY Share your group's advice for each problem with the class.

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Unit 13 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot	All a sex data	SSD Unit 13 Vocabulary 1
	2 Conversation		55D Unit 13 Speaking 1
CYCLE 1	3 Grammar Focus		SB Unit 13 Grammar Plus focus 1 SSD Unit 13 Grammar 1 ARC So, too, neither, either and Describing food ARC So, too, neither, either 1–2
	4 Pronunciation	TSS Unit 13 Extra Worksheet	WB Unit 13 exercises 1–3
	5 Word Power	TSS Unit 13 Vocabulary Worksheet	SSD Unit 13 Vocabulary 2
	6 Conversation		SSD Unit 13 Speaking 2
	7 Grammar Focus	TSS Unit 13 Grammar Worksheet	SB Unit 13 Grammar Plus focus 2 SSD Unit 13 Grammar 2 ARC Modal verbs would and will for requests
12	8 Role Play	B.L.L.	
CYCLE 2	9 Listening	TSS Unit 13 Listening Worksheet	94 B. Alessan
U	10 Interchange 13		
	11 Writing	TSS Unit 13 Writing Worksheet	
	12 Reading	TSS Unit 13 Project Worksheet VID Unit 13 VRB Unit 13	SSD Unit 13 Reading 1–2 SSD Unit 13 Listening 1–3 SSD Unit 13 Video 1–3 WB Unit 13 exercises 4–8

Key

ARC: Arcade

VID: Video DVD

VRB: Video Resource Book

SB: Student's Book SSD: Self-study DVD-ROM TSS: Teacher Support Site

My Plan for Unit 13

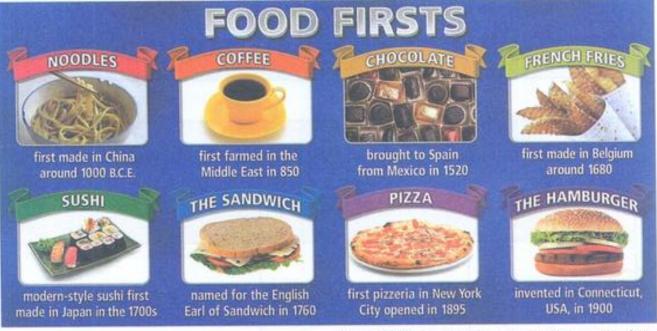
Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
40000		
Skore (S		
	Album hash w	of etholol way and won a duri on the
	omething to est	
		Bob. See but these sudance idea

With or instead of the following SB section	I am using these materials for assessment	
ALC: U		The property of the property o
	143	
Jan Harris	1-4%	

May I take your order?

SNAPSHOT



Sources: New York Public Library Book of Chronologies; www.digitalsushi.net; www.belglanfries.com

What are these foods made of? Put the foods in order from your favorite to your least favorite. What are three other foods you enjoy?

CONVERSATION Getting something to eat

A

Listen and practice.

Jeff: Say, do you want to get something to eat?

Bob: Sure. I'm tired of studying.

Jeff: So am I. So, what do you think of Indian food?

Bob: I love it, but I'm not really in the mood for it today.

Jeff: Yeah. I'm not either, I guess. It's a bit spicy.

Bob: Do you like Japanese food?

Jeff: Yeah, I like it a lot.

Bob: So do I. And I know a great restaurant near here – it's called Iroha.

Jeff: Oh, I've always wanted to go there.



May I take your order?

Cycle 1, Exercises 1-4



SNAPSHOT

Learning Objectives: read about the origins of popular foods; talk about favorite foods

· Books closed. Write these foods on the board:

noodles

sushi

coffee

the sandwich

chocolate

pizza

french fries

the hamburger

Ask Ss to guess where each food item is from.

- · Books open. Ss check their answers with the Snapshot.
- Ask different Ss to read the facts. Elicit or explain any new vocabulary.

Vocabulary

and will.

around: about that time B.C.E: before the common era farmed: grown earl: a British man of high social rank

 Point out that the Earl of Sandwich's real name was John Montague, and he loved to play cards. He created the first sandwich so he could eat neatly during card games.

In Unit 13, students talk about food. In

Cycle 1, they agree and disagree about food preferences using so, too, neither, and either. In Cycle 2, they order food at a restaurant using the modal verbs would

- Ask: "Does any information in the Snapshot surprise you?" Elicit Ss' answers.
- Explain the tasks. Then Ss complete the tasks in pairs. Go around the class and give help as needed.

2

CONVERSATION

Learning Objectives: practice a conversation between two people deciding where to go for dinner; see so, too, neither, and either in context

A @ [CD 3, Track 23]

- Books closed. Set the scene. Jeff and Bob are discussing where to go for dinner. Write these focus questions on the board:
 - What two kinds of food do they talk about?
 What kind of food do they decide to eat?
- Play the audio program. Then elicit the answers.
- Play the audio program. Then elicit the answers.
 (Answers: 1. Indian and Japanese 2. Japanese)
- Books open. Play the audio program again. Ss listen and read silently.
- Elicit or explain any new vocabulary.

Vocabulary

I'm not in the mood for: I don't really want a bit: a little spicy: with a hot or strong flavor, like pepper or curry

 Ss practice the conversation in pairs. Then ask Ss to role-play the conversation for the class. For a new way to practice this Conversation, try Say It with Feeling! – download it from the website.

B (CD 3, Track 24)

Explain the task and read the focus questions.
 Then play the audio program. Elicit the answers.

AudioScript

Jeff So, do you want to eat early or late?

Bob Let's eat early. Then maybe we can go to a movie
afterward.

Jeff Good idea! Why don't we have dinner around 6:00? Bob Six is good. And where do you want to meet? Jeff Let's meet at the restaurant, OK?

Bob Yeah, that's fine with me.

Answers

They decide to have dinner around 6:00. They decide to meet at the restaurant.

3

GRAMMAR FOCUS

Learning Objective: practice agreeing and disagreeing using so, too, neither, and either

(CD 3, Track 25)

Focus Ss' attention on the Grammar Focus box. Ask: "Which column has positive statements? Which column has negative statements?" (Answers: The first column has positive statements, and the second column has negative statements.)

So and too

- Focus Ss' attention on the first column. Point out that we can use so or too to agree with a positive statement.
- * Write these responses on the board:

So do l. So am l. So can l.

Ask: "When do we use each response?" Elicit or explain the rule. (Answer: The verb in each response matches that of the sentence before it.)

Focus Ss' attention on the difference between so and too. Point out that so is at the beginning of the response and too is at the end:

So + do/am/can + I.

I + do/am/can + too.

- Ask Ss to find responses in the first column that disagree with positive statements. (Answers: Really? I don't like it very much./Oh, I'm not./Really? I can't.)
- · Play the audio program for the first column.
- Option: Drill So do I, So am I, or So can I responses. Read a list of ten positive statements to the class (e.g., I live near here. I am smart. I can speak English.). Ss respond chorally and then individually.

Neither and either

 Focus Ss' attention on the second column of the Grammar Focus box. Elicit the rules for agreeing with a negative statement:

Neither + do/am/can + 1.

I don't/I'm not/I can't either.

- Point out different ways to disagree with negative statements (e.g., Oh, I like it a lot. /Really? I am.).
- · Play the audio program for the second column.
- Option: Drill Neither do I, Neither am I, or Neither can I responses. Read a list of ten negative statements to the class (e.g., I don't like fish ice cream. I'm not hungry. I can't cook French food.). Ss respond chorally and then individually.

A

- Ask different Ss to read the adjectives describing food. Help with pronunciation as needed.
- Explain the task. Ss write responses to show agreement with the statements. Point out that each statement has two correct responses.
- Read the first two statements and elicit Ss' responses.
 Write correct responses on the board.
- Ss complete the task individually. Then they compare answers in pairs. Go over answers with the class.

Possible answers

- 1. Neither am I/I'm not either.
- 2. So can I./I can, too.
- So do I./I do, too.
- 4. Neither can L/I can't either.
- 5. Neither do L/I don't either.
- 6. So am I./I am, too.
- 7. So am I/I am, too.
- 8. Neither do I./I don't, either.
- 9. So do I/I do, too.
- 10. Neither can I./I can't either.

B Pair work

- Explain the task. Ss work in pairs. They take turns reading the statements in part A and responding with their own opinions.
- Go around the class and check Ss' use of grammar.
- For more practice, play Concentration download it from the website. Ss match cards with the same meaning (e.g., So do I. and I do, too.).

C

Elicit different ways to say I like and I don't like.
Write them on the board:

I like
I really like
I m in the mood for
I like ... very much
I'm crazy about
I love
I don't like ... very much
I'm not in the mood for
I don't like ... very much
I'm not crazy about
I hate

- Explain the task. Model the first example by writing two sentences on the board.
- Ss complete the task individually. Don't ask Ss to compare statements at this time. They will do this in Exercise 4.

So, too, neither, either 💿

I like Japanese food a lot.

So do I./I do, too.

Really? I don't like it very much.

I'm crazy about Italian food. **So** am I./I am, **too**.

Oh, I'm not.

I can eat really spicy food.

So can I./I can, too.

Really? I can't.

I don't like salty food.

Neither do I./I don't either. Oh. I like it a lot.

I'm not in the mood for Indian food.

Neither am I./I'm not either.

Really? I am.

I can't stand fast food.

Neither can I./I can't either.

Oh, I love it!



A Write responses to show agreement with these statements. Then compare with a partner.

- I'm not crazy about French food.
- 2. I can eat any kind of food.
- I think Mexican food is delicious.
- 4. I can't stand greasy food.
- 5. I don't like salty food.
- 6. I'm in the mood for something spicy.
- 7. I'm tired of fast food. .
- 8. I don't enjoy rich food very much.
- 9. I always eat healthy food.
- 10. I can't eat bland food.

B PAIR WORK Take turns responding to the statements in part A again. Give your own opinion when responding.

Write statements about these things. (You will use the statements in Exercise 4.)

- 1. two kinds of food you like
- 2. two kinds of food you can't stand
- 3. two kinds of food you are in the mood for

PRONUNCIATION Stress in responses

A CListen and practice. Notice how the last word of each response is stressed.

I do, too. So do I. I don't either. Neither do I. I am, too. So am I. I'm not either. Neither am I. I can, too. So can I. I can't either. Neither can I.

B PAIR WORK Read and respond to the statements you wrote in Exercise 3, part C. Pay attention to the stress in your responses.

WORD POWER Food categories

A Complete the chart. Then add one more word to each category.

bread fish mangoes peas shrimp chicken grapes octopus potatoes strawberries corn lamb pasta rice turkey

Meat	Seafood	Fruit	Vegetables	Grains

		(44444444444444444444444444444444444444		

B GROUP WORK What's your favorite food in each category? Are there any you haven't tried?

6 CONVERSATION Ordering a meal

A CListen and practice.

Server: May I take your order?

Customer: Yes. I'd like the spicy fish and rice. Server: All right. And would you like a salad? Customer: Yes, I'll have a mixed green salad.

Server: OK. What kind of dressing would you like?

We have blue cheese and vinaigrette.

Customer: Blue cheese, please.

Server: And would you like anything to drink? Customer: Yes, I'd like a large iced tea, please.



PRONUNCIATION

Learning Objectives: notice stress in responses; learn to sound natural when responding with so, too, either, and neither

A (CD 3, Track 26)

- Explain the task. Then play the audio program. Point out the stress by clapping your hands on the last word of each response.
- · Play the audio program again. Ss listen and practice.

B Pair work

Explain the task. Then Ss complete the task in pairs.
 Go around the class and check Ss' pronunciation.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Cycle 2, Exercises 5-12



WORD POWER

Learning Objective: learn vocabulary for discussing food categories

A

- Explain the task. Explain what the different food categories are and any new vocabulary.
- Ss complete the chart individually.
- Draw the chart on the board. Ask different Ss to complete the chart.

Answers

Meat	Seafood	Fruit	Vegetables	Grains
chicken	fish	grapes	corn	bread
lamb	octopus	mangoes	peas	pasta
turkey	shrimp	strawberries	potatoes	rice
beef	salmon	apples	broccoli	cereal
hot dog	ceviche	bananas	spinach	muffin
(Note: Po	ssible answe	ers are italicized	()	

B Group work

Ss discuss the questions in small groups.

6 CONVERSATION

Learning Objectives: practice a conversation between a server and a customer; see modal verbs would and will for requests in context

A (CD 3, Track 27)

- Ss cover the text. Elicit ideas and vocabulary from the picture. Ask: "What kind of restaurant is this? What kinds of food do they serve?"
- Set the scene. A server is taking a customer's order.
 Write this summary sentence on the board:
 The customer orders spicy fish/spicy chicken and rice, a salad with blue cheese/vinaigrette dressing, and an iced coffee/tea.
- Play the audio program. Ss listen for the correct answers. Ask different Ss to circle the correct answers on the board. (Answers: spicy fish, blue cheese, tea)
- Ss uncover the text. Play the audio program again.
 Ss listen and read silently.
- Ss practice the conversation in pairs.

B 💿 [CD 3, Track 28]

Explain the task and read the focus question. Then play the audio program. Elicit the answer.

AudioScript

Server Are you ready to order?

Woman Yes, I think so. I'd like a cheeseburger, please.

Server Would you like today's special, a cheeseburger
and fries?

Woman Uh, no fries for me. But I'll take a small potato salad.

Server OK. Anything to drink?

Woman Yeah. I'll have a large iced coffee, please.
Server And how about some dessert? We have pie, cake, and ice cream.

Woman No, thanks. I'm trying to watch my weight.

Answers

a cheeseburger, a small potato salad, and a large iced coffee



GRAMMAR FOCUS

Learning Objective: practice conversations using modal verbs would and will for requests



(CD 3, Track 29)

Modal verbs would and will

- · Write these sentences on the board:
 - 1. What kind of dressing do you want?
 - 2. And do you want anything to drink?
 - 3. I want a mixed green salad.
 - 4. I want a large iced tea, please

Explain that people don't usually say want in formal situations.

- Focus Ss' attention on the Conversation on page 88. Ss find and underline sentences and questions with the same meaning as those on the board. Ask different Ss to write them on the board. (Answers: 1. What kind of dressing would you like? 2. And would you like anything to drink? 3. I'll have a mixed green salad. 4. I'd like a large iced tea, please.)
- · Focus Ss' attention on the Grammar Focus box. Elicit the structure for making Wh- and yes/no questions with would:

Wh-question + would + subject + verb? Would + subject + verb?

Point out that the word would does not have strong stress.

· Elicit or explain that we can order in a restaurant with I'd like or I'll have. Point out the contractions. Play the audio program.

- · Explain the task and model the first two lines of the conversation. Ss complete the conversation individually. Then they compare answers in pairs.
- Go over answers by asking different Ss to read the conversation.

Answers

Server: What would you like to order? Customer: I'll have the spicy chicken. Server: Would you like rice or potatoes? Customer: I'd like rice, please. Server: OK. And would you like anything to drink?

Customer: I'll just have a glass of water. Server: Would you like anything else? Customer: No, that'll be all for now, thanks.

(Later)

Server: Would you like dessert? Customer: Yes, I'd like ice cream. Server: What flavor would you like? Customer: Hmm. I'll have strawberry, please.

For a new way to practice the conversations in this Grammar Focus, try the Substitution Dialog download it from the website. Ss replace the food and drink items with their own ideas.



ROLE PLAY

Learning Objective: role-play a conversation between a customer and a server in a coffee shop

- Ss work in pairs. Set the scene and explain the task. Student A is a customer in a coffee shop. Student B is a server. Student A orders lunch and Student B takes the order. If possible, Student A sits at a table and Student B stands. Model the pronunciation of the things if needed.
- Model taking the order with a S. Show how to add follow-up questions (e.g., Would you like dressing on your salad? Would you like anything else?). Ss complete the role play in pairs.
- Provide useful feedback. Then ask Ss to change roles and use their own information. Go around the class and encourage Ss to ask follow-up questions.

 Option: Ss complete the role play in small groups. One S is the server and the other Ss are customers.

TIP To make role plays more authentic, bring props to class. For example, in a restaurant role play you can bring real menus, pens, and notepads.

For a new way to practice this Role Play, try Time Out! - download it from the website.

Modal verbs would and will for requests .

What would you like?

I'd like the fish and rice.

I'll have a small salad.

1'11 = 1 will

What kind of dressing would you like?

I'd like blue cheese, please.

I'll have vinaigrette.

I'd = I would

Contractions

What would you like to drink?

I'd like an iced tea.
I'll have coffee.

Would you like anything else?

Yes, please. I'd like some water. No, thank you. That'll be all.

Complete this conversation. Then practice with a partner.

Server: What you like to order?

Customer: I have the spicy chicken.

Server: you like rice or potatoes?

Customer: I like rice, please.

Server: OK. And you like anything to drink?

Customer: I just have a glass of water.

Server: Would you anything else?

Customer: No, that be all for now, thanks.

Later

Server: Would you dessert?

Customer: Yes, I like ice cream.

Server: What flavor you like?

Customer: Hmm. I have strawberry, please.



8

ROLE PLAY In a coffee shop

Student A: You are a customer in a coffee shop. Order what you want for lunch.

Student B: You are the server. Take your customer's order.



Change roles and try the role play again.

LISTENING Let's order.

A Listen to Rex and Hannah order in a restaurant. What did each of them order? Fill in their check.

Phil's	No. 399828
Thank You!	TOTAL



- B O Listen to the rest of the conversation. Circle the two items that the server forgot to bring.
- 10 INTERCHANGE 13 Plan a menu

Create a menu of dishes to offer at your very own restaurant. Go to Interchange 13 on page 128.

WRITING A restaurant review

Answer these questions and add ideas of your own.

What's the name of the restaurant? When did you go there? What did you have? What did/didn't you like about it? Would you recommend it? Why or why not?



B GROUP WORK Take turns reading your reviews. Which restaurant would you like to try?

LISTENING

Learning Objective: develop skills in listening for details

A (CD 3, Track 30)

- . Set the scene and explain the task. Point out the picture and ask "What foods and drinks do you see?"
- Play the audio program. Ss fill in the check individually.
- Ss compare answers in pairs. Play the audio program again if needed. Then go over answers with the class.
- For a new way to practice this Listening, try Prediction Bingo - download it from the website.

AudioScript

Server Hi. May I take your order? Rex Yes. I'll have a cup of coffee. Server Cream and sugar? Rex Oh, yes, please.

Server And you?

Hannah I'd like a chicken sandwich. And I'll have some chips . . . oh, you call them french fries here. Right. I'll have some french fries, please.

Server All right. One coffee with cream and sugar, and a chicken sandwich with french fries. Uh, anything else? Hannah Yes, I'd like an iced tea, please.

Server One iced tea. Thank you.

Rex Oh, wait a minute! What kind of desserts do

Server Well, we have pie, cake, ice cream, chocolate mousse...

Rex Oooo! What kind of pie do you have? Server 1 think today we have apple, cherry, lemon . . . Rex Hmm, I think I'll have a piece of apple pie with my coffee. How about you, Hannah?

Hannah Oh, maybe I'll have a piece later ... or ... I'll have some of yours! [laughs]

Server Then it's one coffee, one apple pie, one chicken sandwich, an order of french fries, and an iced tea. Right?

Rex Yes, thank you. Hannah Thanks.

Answers

Rex's order: coffee with cream and sugar, a piece of Hannah's order: a chicken sandwich, french fries, iced tea

B 🔘 [CD 3, Track 31]

- Ask: "Has a server ever made a mistake with your order? What happened?" Elicit Ss' answers.
- Play the audio program. Ss complete the task individually. Then go over answers with the class.

AudioScript

Hannah Oh, here comes our server! Rex Yeah, I wondered what took so long. Server Whew! Here you are! Hannah Uh, I ordered french fries with my chicken sandwich, and you brought me... noodles? Server Oh, you ordered french fries? Hannah Yes.

Rex Uh, and could I have the apple pie I ordered? Server What apple pie? Did you order apple pie? Rex Uh-huh, yeah, I did, with my coffee. Server Really? Gee, how did I forget that? Hannah Uh, can I ask you a question?

Hannah How long have you been a server?

Server Who, me? Oh, uh, today is my first day. [all laugh] Well, I'll get your apple pie and the french fries right away, Sorry about that,

Rex Oh, that's OK. Hannah Yeah, thanks, Good luck, Server Thanks.

Answers

He forgot to bring the french fries and apple pie.

INTERCHANGE 13

See page T-128 for teaching notes.



WRITING

Learning Objective: write a restaurant review

A

- Explain the task and read the questions. Ss read the example review silently. Ss then discuss the questions in pairs.
- Ss complete the task individually in class or for homework.
- For a new way to teach this Writing, try Mind Mapping – download it from the website.

B Group work

- Explain the task. Ss read their reviews in small groups. Then they choose a restaurant they would like to try.
- Option: Put the reviews on the walls around the class. Ss read them and choose one they would like to try.

May I take your order? T-90

12 READING

Learning Objectives: read and discuss an article about tipping in the United States; develop skills in scanning and guessing meaning from context

- Focus Ss' attention on the picture. Ask: "Who are the people on the left? What do they want? Elicit Ss' answers and explain new vocabulary. (Answers: They are a chef, parking valet, maid, barber/hair stylist, taxi driver, server, and bellhop/hotel assistant. They all want a tip.)
- Explain that this article is about tipping in the U.S. Ss read the first paragraph silently. Ask: "Where do Americans usually give tips?" (Answers: in restaurants, airports, hotels, and hair salons)
- Explain the task and read the pre-reading questions.
 Ss scan the article for the answers.
- Go over answers with the class. Ask: "What helped you find the answers?" (Answer: The jobs are in boldface.)

Answers

Someone who carried your suitcase: \$1 or \$2 for each suitcase Someone who parks your car: \$2 Someone who serves you in a fast-food restaurant: nothing

- Option: Ask Ss if they think each tip is reasonable, too little, or too much.
- For a new way to teach this Reading, try
- Running Dictation download it from the website.
 Use the first paragraph only.

A

- Explain the task. Encourage Ss to guess the answers by choosing the meaning of each word that best fits the sentence in the article.
- Ss complete the task individually. Then they compare answers in pairs.
- Go over answers with the class. Elicit or explain any new vocabulary.

Vocabulary

slang: informal spoken language

service: help that someone gives a customer

size: amount

parking valets: restaurant or hotel employees who park your car for you

bellhops: hotel employees who carry your bags for you guidelines: general rules about how to do something porters: people who carry your bags for you at an airport or railway station

service providers: people in the service industry

Answers

- 1. regular pay for a job
- 2. happy or satisfied
- 3. change according to
- 4. a way of acting
- 5. act toward
- 6. courtesy

B

- Explain the task. Point out that Ss must do some math to complete the task. Ss complete the task individually and compare answers in pairs.
- Ask different Ss to write the answers on the board.
 Then ask the class to correct the answers if needed.

Answers

- 1. at least \$6
- 2. 1
- 3. 1
- 4. at least \$14
- 5. at least \$3.10

C Group work

 Ss discuss the questions in small groups. Then they share their information with the class.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

To Tip or Not to Tip?

Scan the article. How much should you tip someone in the United States who: carries your suitcase at a hotel? parks your car? serves you in a fast-food restaurant?

he word tip comes from an old English slang word that means "to give." It's both a noun and a verb. People in the U.S. usually tip people in places like restaurants, airports, hotels, and hair salons. People who work in these places often get paid low wages. A tip shows that the customer is pleased with the service.

Sometimes it's hard to know how much to tip. The size of the tip usually depends on the service. People such as parking valets or bellhops usually get smaller tips. The tip for people such as taxi drivers and servers is usually larger. Here are a few guidelines for tipping in the United States:

Taxi drivers: 15 percent of the bill; more if they help you with bags
Servers: 15 to 20 percent of the bill (There is no tipping in fast-food restaurants.)

Barbers or hairstylists: 15 percent of the bill
Airport porters or hotel bellhops: \$1 or \$2 for carrying each suitcase
Hotel door attendants: \$1 or \$2 for getting a taxi
Parking valets: \$2 for parking a car
Hotel maids: \$2 to \$5 per night

When you're not sure about how much
to tip, do what feels right. You don't have to
tip for bad service. And you can give a bigger
tip for very good service. Remember, though,
your behavior is more important than your money.
Always treat service providers with respect.

Read the article. Find the words in italics in the article. Then check (✓) the meaning of each word. regular pay for a job 4. behavior a way of acting 1. wages tips received for a job a way of feeling happy or satisfied 5. treat ignore pleased annoyed or bothered act toward be the same as courtesy depend on respect rudeness change according to B Check (✓) the statements that describe appropriate tipping behavior. For the other items, what is acceptable? 1. Your haircut costs \$40. You love it. You tip the stylist \$3. 2. A porter at the airport helps you with three suitcases. You tip him \$6. 3. Your fast-food meal costs \$8. You don't leave a tip. 4. You stay in a hotel for a week. You leave a \$10 tip for the hotel maid. 5. Your taxi ride costs \$14. The driver carries your bag. You tip him \$3. GROUP WORK Is tipping customary in your country? Do you like the idea of tipping? Why or why not?

Unit 14 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
B	1 Word Power		SSD Unit 14 Vocabulary 1–2
	2 Conversation	of an attenuate stemanical	SSD Unit 14 Speaking 1
	3 Grammar Focus	TSS Unit 14 Vocabulary Worksheet	SB Unit 14 Grammar Plus focus 1 SSD Unit 14 Grammar 1 ARC Geography ARC Comparisons with adjectives 1–3
LYCLE	4 Pronunciation	TSS Unit 14 Grammar Worksheet	
•	5 Speaking		
	6 Listening		in postacods out out site sites (not the)
	7 Interchange 14		WB Unit 14 exercises 1–5
	8 Snapshot		AMORE SELECTION SELECTION OF SE
	9 Conversation	A Latina Latina Color	SSD Unit 14 Speaking 2
CLE 2	10 Grammar Focus	TSS Unit 14 Extra Worksheet TSS Unit 14 Listening Worksheet	SB Unit 14 Grammar Plus focus 2 SSD Unit 14 Grammar 2–3 ARC Questions with how
Š	11 Writing	TSS Unit 14 Writing Worksheet	grammer of happy or market
	12 Reading	TSS Unit 14 Project Worksheet VID Unit 14 VRB Unit 14	SSD Unit 14 Reading 1–2 SSD Unit 14 Listening 1–2 SSD Unit 14 Video 1–3 WB Unit 14 exercises 6–8

With or instead of the following SB section	You can also use these materials for assessment	
Units 13–14 Progress Check	ASSESSMENT CD Units 13–14 Oral Quiz ASSESSMENT CD Units 13–14 Written Quiz	MARKET MITTER A Z

Key

ARC: Arcade

SB: Student's Book

SSD: Self-study DVD-ROM

VID: Video DVD

VRB: Video Resource Book

WB: Workbook

My Plan for Unit 14

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
With or instead of the	I am using these materials	
following SB section	for assessment	
p.		

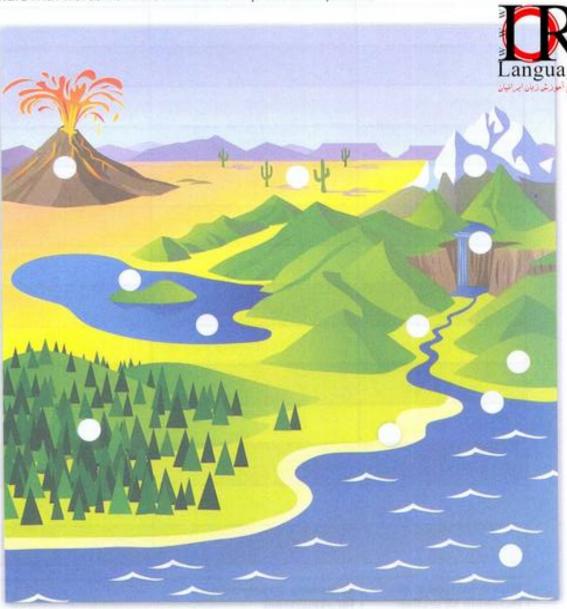


The biggest and the best!

WORD POWER Geography

A Label the picture with words from the list. Then compare with a partner.

- a. beach
- b. desert
- c. forest
- d. hill
- e. island
- f. lake
- g. mountain
- h. ocean
- i. river
- j. valley
- k. volcano
- l. waterfall



B PAIR WORK What other geography words can you think of? Do you see any of them in the picture above?

C GROUP WORK Try to think of famous examples for each item in part A.

- A: A famous beach is Waikiki in Hawaii.
- B: And the Sahara is a famous . . .

The biggest and the best!

Cycle 1, Exercises 1-7



WORD POWER

Learning Objective: learn vocabulary for discussing geography

A

- . Option: Bring in a world map, globe, or atlas to class.
- Explain that this unit is about world geography.
- Explain the task. Ss label the picture with words from the list. Go around the class and give help as needed.
- Ss compare their pictures in pairs. Elicit or explain any new vocabulary or pronunciation.

Answers

(from left to right) k, c, e, f, b, a, j, g, l, i, h, d

B Pair work

Ss brainstorm to see how many words they can think of that relate to geography. Ask different Ss to write their words on the board under these headings:

Water-related words

Land-related words

Climate-related words

Other

 Go over the words and ask Ss to copy them into their vocabulary notebooks.

Possible answers

Water-related: sea, stream, coast, pond, coral reef Land-related: continent, plateau, canyon, rain forest Climate-related: weather, storm, rain, snow, cloud, fog Other: country, city, town, village

TIP Create a Vocabulary Box. As a new word is taught, a S writes the word on a slip of paper and puts it in the box. Review words as a warm-up activity in future classes, or use them in games.

In Unit 14, students talk about world geography. In Cycle 1, they talk about geography using the comparative and superlative forms of adjectives. In Cycle 2, they discuss distances, measurements, and places using questions with how.

Option: Review vocabulary with Odd Man Out.
 List geography words, and ask Ss to find which word is different from the others (e.g., hill, mountain, volcano, ocean; ocean is the only water-related word).

C Group work

- Explain the task. Read the example conversation. Point out that the words Mount and Lake come before the name (e.g., Mount Fuji, Lake Victoria). The other terms come after the name (e.g. Waikiki Beach, the Nile River, the Sahara Desert).
- Ss work in small groups to think of other examples.
 Ask groups to share their examples with the class.
- Point out that seas, rivers, and mountain ranges (but not most lakes) use the definite article (e.g., the Black Sea, the Rhine River, the Himalayas), but bring this up only if Ss ask you.

Possible answers

beach – Waikiki, Copacabana, Bondi desert – Sahara, Atacama, Gobi forest – Black Forest, Sherwood Forest hill – Capitol Hill, Bunker Hill, Beverly Hills island – Puerto Rico, Java, Hokkaido lake – Titicaca, Superior, Baikal mountain – Aconcagua, Everest, Kilimanjaro ocean – Atlantic, Indian, Arctic river – Amazon, Rhine, Mekong valley – Silicon, Loire, Death volcano – Cotopaxi, Etna, Pinatubo waterfall – Angel Falls, Iguaçû Falls, Niagara Falls

For a new way to practice this vocabulary, try

Picture Dictation – download it from the website.

Describe a scene similar to the one in the picture.

2

CONVERSATION

Learning Objectives: practice a conversation about geography; see comparisons with adjectives in context

A @ [CD 3, Track 32]

- Set the scene. Mike is asking Wendy some questions from a geography quiz. Point out that Wendy gets some answers wrong.
- Play the audio program. Ss listen to Wendy's answers and underline them in the conversation.
- Ask: "How many questions do you think Wendy got right? One? Two? Three? All four?"

B @ [CD 3, Track 33]

- Play the audio program. Ss listen for the correct answers.
- Ask: "How many answers did Wendy get right?" (Answer: two)

AudioScript

Mike So let's see how you did on this quiz. The first question: Which is larger, China or Canada? You said . . . Wendy Canada.

Mike And you're right! Both are large, but Canada is larger. Next: What's the longest river in the Americas? You said the Mississippi. Sorry, no. It's the Amazon.

Wendy Oh, of course.
Mike This next question I didn't know. Monaco is more crowded than Singapore.

Wendy So I got it right? I just guessed.

Mike And finally, you said that Bogotá is the highest capital city in South America.

Wendy Yeah, I remember hearing that somewhere.
Mike Sorry, Wendy, but you're wrong. La Paz in Bolivia is the highest.

Wendy Really? Gee, I guess I didn't do so well – two right but two wrong!

Answers

Canada, Amazon, Monaco, La Paz

3

GRAMMAR FOCUS

Learning Objective: ask and answer questions using comparisons with adjectives

© [CD 3, Track 34]

Comparative and superlative forms of adjectives

- Focus Ss' attention on the Conversation in Exercise 2. Ask Ss to identify the first two questions that compare things. (Answers: Which country is larger, China or Canada? What's the longest river in the Americas?)
- Ask Ss to make sentences comparing two things in their country (e.g., mountains, rivers, cities).
 If necessary, review comparative adjectives using Exercise 10 in Unit 3.
- . Draw a chart on the board, like this:







- Explain the reasons for the numbers 1, 2, 3+ (e.g., 3+ is used when we are comparing three or more things).
- Elicit or explain the rules for forming the superlative:
 - 1. use the definite article (e.g., the largest country)
 - when the adjective has only one syllable or two syllables ending in y, use: the + adjective + -est + noun (e.g., the longest river, the prettiest lake)
 - when the adjective has two or more syllables, use: the most + adjective + noun (e.g., the most crowded country)

- Refer Ss to the appendix on page T-164 for spelling rules. Go over with the class.
- Give Ss a list of adjectives. Ss write comparative and superlative forms in the circles on the board.
- Point to the examples in the Grammar Focus box.
 Play the audio program.

A

- Go over the task. Ss complete the sentences individually. Then they ask and answer the questions in pairs.
- · Elicit the Ss' answers.

Answers

- Which country is smaller, Monaco or <u>Vatican City</u>?
- 2. Which waterfall is higher, Niagara Falls or Victoria Falls?
- 3. Which city is more crowded, Hong Kong or Cairo?
- 4. Which lake is larger, the Caspian Sea or Lake Superior?
- Which is the highest: Mount Aconcagua, Mount Everest, or Mount Fuji?
- What is the longest river in the world, the Mekong, the Nile, or the Amazon?
- Which city is the most expensive: London, <u>Tokyo</u>, or Moscow?
- 8. What is the deepest ocean in the world, the Pacific, the Atlantic, or the Arctic?

(Note: Answers to questions are underlined.)

B Class activity

 Explain the task. Ss write four questions and take turns asking them around the class.

T-93 Unit 14

CONVERSATION Which is larger?

A O Listen and practice.

Mike: Here's an interesting geography quiz.

Wendy: Oh, I love geography. Ask me the questions.

Mike: Sure, first question. Which country is larger,

China or Canada?

Wendy: I know. Canada is larger than China.

Mike: OK, next. What's the longest river in the Americas?

Wendy: Hmm, I think it's the Mississippi.

Mike: Here's a hard one. Which country is more crowded,

Monaco or Singapore?

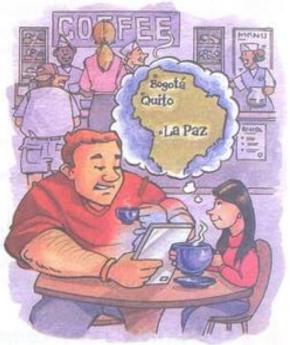
Wendy: I'm not sure. I think Monaco is more crowded.

Mike: OK, one more. Which South American capital city

is the highest: La Paz, Quito, or Bogotá?

Wendy: Oh, that's easy. Bogotá is the highest.

B Listen to the rest of the conversation. How many questions did Wendy get right?



3

GRAMMAR FOCUS

Comparisons with adjectives ()

Which country is **larger**, Canada or China? Canada is **larger than** China.

Which city has **the largest** population: Tokyo, Mexico City, or São Paulo?

Tokyo has the largest population of the three.

What is the most beautiful mountain in the world?

I think Mount Fuji is the most beautiful.

Adjective	Comparative	Superlative
long	longer	the longest
dry	drier	the driest
big	bigger	the biggest
famous	more famous	the most famous
beautiful	more beautiful	the most beautiful
good	better	the best
bad	worse	the worst

A Complete questions 1 to 4 with comparatives and questions 5 to 8 with superlatives. Then ask and answer the questions.

1. Which country is, Monaco or Vatican City? (small)

2. Which waterfall is , Niagara Falls or Victoria Falls? (high)

3. Which city is ______, Hong Kong or Cairo? (crowded)

4. Which lake is, the Caspian Sea or Lake Superior? (large)

5. Which is: : Mount Aconcagua, Mount Everest, or Mount Fuji? (high)

6. What is _____ river in the world, the Mekong, the Nile, or the Amazon? (long)
7. Which city is _____ : London, Tokyo, or Moscow? (expensive)

8. What is _____ ocean in the world, the Pacific, the Atlantic, or the Arctic? (deep)

B CLASS ACTIVITY Write four questions like those in part A about your country or other countries. Then ask your questions around the class.

PRONUNCIATION Questions of choice

A C Listen and practice. Notice how the intonation in questions of choice drops, then rises, and then drops.

Which city is more crowded, Hong Kong or Cairo?

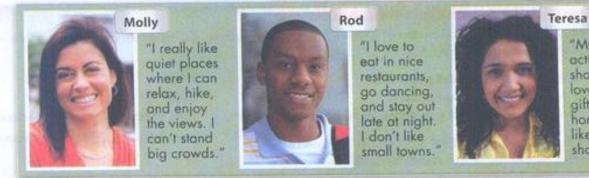
Which city is the most expensive: London, Tokyo, or Moscow?

B PAIR WORK Take turns asking these questions. Pay attention to your intonation. Can you guess the answers?

Which desert is bigger, the Gobi or the Sahara? Which city is higher, Denver or New Orleans? Which ocean is the smallest: the Arctic, the Indian, or the Atlantic? Which mountains are the highest: the Alps, the Rockies, or the Himalayas?

SPEAKING Our recommendations

GROUP WORK Imagine these people are planning to visit your country. What would they enjoy doing? Agree on a recommendation for each person.



home. I don't like modern shopping malls."

"My favorite

activity is

shopping. I

love to buy

gifts to take

- A: Molly should go to . . . because it has the best views in the country, and it's very quiet.
- B: Or what about ...? I think the views there are more beautiful.
- C: She also likes to hike, so ...

LISTENING Game show

0	Listen to three people or	a TV game show.	. Check (✓) the corre	ct answers

- the Statue of Liberty the Eiffel Tower
 - the Panama Canal
- Niagara Falls Angel Falls
 - Victoria Falls

- 3. gold
 - butter feathers
- the U.S.
 - China Canada
- India
 - Russia
- China
- Australia Argentina
 - Brazil

4 PRONUNCIATION

Learning Objective: learn to sound natural when asking questions of choice

A (CD 3, Track 35)

 Point out that intonation changes in questions of choice. Play the audio program.

- Option: Model the intonation by humming. Ss repeat.
- · Play the audio program again. Ss listen and practice.

B Pair work

Explain the task. Then Ss complete the task in pairs.
 Go around the class and check Ss' pronunciation.

5 SPEAKING

Learning Objective: give visitors recommendations using comparisons with adjectives

Group work

- Set the scene. Ss imagine that three people are planning to visit their country.
- Ask a S to read Molly's statement. Elicit recommendations from the class. Ask: "Where do you

think Molly should go? What should she do?"

. Model the example conversation with two Ss.

Discussions are difficult for many Ss. Allow Ss time to. plan what they are going to say.

 Ss from the same countries should work in groups if possible. Ss discuss where the visitors should go and why. Go around the class and give help as needed.

6 LISTENING

Learning Objective: develop skills in listening for details

(CD 3, Track 36)

- Set the scene. Explain that Ss are going to hear three people on a TV game show.
- Write these focus questions on the board:

1 Which is the _____?

2. What is the ______building in the world?

3. Which is the _____ ?

4. Which country is the

5. Which country has the ______ population?

6. Which is the ?

- Play the audio program. Ss listen for the game show questions and fill in the blanks. (Answers: oldest, tallest, heaviest, largest, largest, smallest)
- Play the audio program again. Ss check their answers.

AudioScript

Hostess [music and applause] Our contestants this evening are Jack, Susan, and Jonathan. And now, contestants, let's get right to our first question.

Question number one: Which is the oldest: the Statue of Liberty, the Eiffel Tower, or the Panama Canal?

[buzzer] Jack?

Jack The Statue of Liberty is the oldest. They built it in 1886. They didn't build the Eiffel Tower until 1889, and the Panama Canal until 1914. Hostess That's correct! [applause] Question number two: What is the tallest waterfall in the world? Is it Niagara Falls, Angel Falls, or Victoria Falls? [buzzer] Susan.

Susan Angel Falls is the highest. It's over 1,000 meters high.

Hostess That's right! [applause] Question number three: Which is the heaviest: a pound of gold, a pound of butter, or a pound of feathers? [buzzer] Jonathan.

Jonathan They all weigh the same.

Hostess Yesl [applause] Question number four: Which country is the largest: the U.S., China, or Canada? Nobody knows? Does anybody want to guess? [buzzer] Jack.

Jack Uh... China is the largest. [audience laughs]

Hostess No, sorry!

Jack Oh, shoot!

Hostess [buzzer] Jonathan.

Jonathan Canada is the largest.

Hostess Correct! [applause] Question number five: Which country has the largest population: India, Russia, or China? [buzzer] Susan.

Susan China has the largest.

Hostess Very good! [applause] Question number six: Which is the smallest: Australia, Argentina, or Brazil? [buzzer] Susan.

Susan Argentina is the smallest of the three. Hostess That's right! [applause and music] OK, contestants, the winner is . . .

Answers

- the Statue of Liberty
- 4. Canada
- 2. Angel Falls
- 5. China
- 3. They all weigh the same.
- 6. Argentina

INTERCHANGE 14

See page T-129 for teaching notes.

End of Cycle 1

Cycle 2, Exercises 8-12

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

8

SNAPSHOT

Learning Objective: read real-world facts that present the superlative in context

- Books closed. As a warm-up, ask some questions about items in the Snapshot (e.g., What's the most popular country to visit in the world?). Ss guess the answers in teams.
- Books open. Ss read the Snapshot individually. Help Ss with vocabulary.
- Read the questions to the class. Have a brief class discussion.
- Option: Ss underline all the superlative forms of adjectives in the Snapshot. (Answers: most popular, most-watched, busiest, longest, largest, coldest, windiest, highest, strongest)



CONVERSATION

Learning Objectives: practice a conversation about distances and measurements; see questions with how in context

A (CD 3, Track 37)

- Books closed. Ask: "What do you know about New Zealand? What would you like to know about New Zealand?" Ss work in small groups to discuss the questions.
- Play the audio program. Ss listen for information about New Zealand.
- Option: If any of the Ss' questions were not answered, tell them to find out the answers for the next class.
- Write these focus questions on the board:
 - 1. Where is Scott going next year?
 - 2. Where is Beth from?
 - 3. How far is Auckland from Sydney?
- Books open. Play the audio program again. Ss read the conversation silently. They write down the answers.
 (Answers: 1. Australia 2. Auckland, New Zealand 3. about 2,000 kilometers)
- Ss practice the conversation in pairs.
- For a new way to practice this Conversation, try
- Look Up and Speak! download it from the website.

B (CD 3, Track 38)

- · Write the following on the board:
 - great beaches coral reef surfing boating and sailing waterfalls jet boating volcances good skiing deserts
- Play the audio program. Ss listen to find the things mentioned in the conversation.
- Elicit answers from around the class. Then have a brief follow-up discussion. Ask: "Would you like to visit New Zealand? Why or why not?"

AudioScript

Scott Tell me a little more about New Zealand, Beth.

Beth Well, it has some great beaches. There are some
excellent surfing beaches in the North Island.

Scott Well, I don't really like surfing, but I love boating.

Beth Really? You can go boating in Auckland. It's one of
the most popular places for sailing. And you should
definitely try jet boating in the South Island.

Scott Oh, I'd love to do that! It sounds really exciting.

Beth It is. And there's good skiing in New Zealand. Lots
of people go there to ski.

Scott It sounds perfect for me. Now I have to go!

Answers

New Zealand is famous for great beaches, surfing, boating, sailing, jet boating, and skiing.

7

INTERCHANGE 14 How much do you know?

You probably know more than you think! Take a quiz. Go to Interchange 14 on page 129.

8

SNAPSHOT

The World We Live In

- France is the most popular country to visit. It has about 78 million visitors a year.
- The most-watched World Cup was in the United States in 1994. It had an average attendance of 70,000 fans a day.
- The largest clock is in Mecca, Saudi Arabia. Each of its four faces is 43 meters (141 feet).
- The busiest airport in the world is Hartsfield-Jackson International Airport, in Atlanta, Georgia, United States. It has more than 88 million passengers a year.
- Avatar is the most popular movie ever. It has made more than \$2.4 billion.
- The longest nonstop flight is from New York to Singapore. It's 18.5 hours long.
- Antarctica is the largest desert on earth at 14 million square kilometers (5.4 million square miles). It's also the coldest, windiest continent.
- The highest price for a book at an auction is \$11.5 million for Birds of America by John Audubon.
- The strongest animal is the rhinoceros beetle. It can lift 850 times its own weight.

Source: The Top 10 of Everything: www.extremescience.com

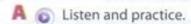
Which facts do you find surprising?

What's the tallest building in your country? the most popular city to visit?

the busiest airport?

9

CONVERSATION Distances and measurements



Scott: I'm going to Australia next year. Aren't you from Australia, Beth?

Beth: Actually, I'm from New Zealand.

Scott: Oh, I didn't know that. So what's it like there?

Beth: Oh, it's beautiful. There are lots of farms, and it's very mountainous.

Scott: Really? How high are the mountains?

Beth: Well, the highest one is Mount Cook. It's about 3,800 meters high.

Scott: Wow! So how far is New Zealand from Australia?

Beth: Well, I live in Auckland, and Auckland is about 2,000 kilometers from Sydney.

Scott: Maybe I should visit you next year, too!

B Listen to the rest of the conversation. What else is New Zealand famous for?



Questions with how 💿

How far is New Zealand from Australia?

How big is Singapore?

How high is Mount Cook?

How deep is the Grand Canyon?

How long is the Mississippi River?

How hot is Auckland in the summer?

How cold is it in the winter?

It's about 2,000 kilometers. It's 710 square kilometers. It's 3,740 meters **high**. It's about 1,900 meters **deep**.

It's about 5,970 kilometers long.

It gets up to about 23° Celsius.

It goes down to about 10° Celsius.

(1,200 miles)

(274 square miles)

(12,250 feet)

(6,250 feet)

(3,710 miles)

(74° Fahrenheit)

(50° Fahrenheit)

A Write the questions to these answers. Then practice with a partner.

1.	A:	?
	B: Niagara Falls is 52 meters (170 feet) high.	
2.	A:	?
	B: California is about 403,970 square kilometers (155,973 square miles).	
3.	A:	?
	B: The Nile is 6,670 kilometers (4,145 miles) long.	
4.	A:	?
	B: Osaka is about 400 kilometers (250 miles) from Tokyo.	
5.	A:	?
	B: Mexico City gets up to about 28° Celsius (82° Fahrenheit) in the spring.	

B GROUP WORK Think of five questions with how about places in your country or other countries you know. Ask and answer your questions.

111 WRITING An article

Write an article to promote a place in your country. Describe a place in the list.

a beach a desert an island a lake a mountain a river a volcano a waterfall



B PAIR WORK Read your partner's article. Ask questions to get more information.

100 GRAMMAR FOCUS

Learning Objective: ask and answer questions with how

© [CD 3, Track 39]

How + adjective

 Option: Find out which systems Ss are familiar with for distances (e.g., meters and kilometers or feet and miles) and for temperature (Celsius or Fahrenheit).
 Use the most suitable system during the class.

· Write this on the board:

How far is NZ

from Australia?

It's 3,740 meters high.

How big is

Singapore?

It's 1,900 meters deep.

How high is

Mount Cook?

It's about 2,000 kilometers.

How deep is the

Grand Canyon?

It's 648 square kilometers.

- Ask Ss to match the questions with the correct answers. Ss check their answers in the Grammar Focus box.
- Point out the use of how + adjective (e.g., how far, how big) in questions. Elicit more examples. Ask Ss to write them on the board in visual form:



Visual and spatial Ss find structures and vocabulary easier to remember if they store the language in a pictorial form.

- Focus Ss' attention on the answers in the Grammar Focus box. Ask: "What is different about high, deep, and long?" (Answer: They are repeated in the answer.)
- Use the audio program to present the questions and answers.
- Option: Give your Ss practice with large numbers by having them repeat the answers line by line.

A

 Explain the task. Ss complete the task individually.
 Check Ss' answers before they work in pairs to practice the conversations.

Answers

- 1. How high is Niagara Falls?
- 2. How big is California?
- 3. How long is the Nile?
- 4. How far is Osaka from Tokyo?
- 5. How hot is Mexico City in the spring?

B Group work

- Option: Ss can find facts in advance of this activity from the Internet, an atlas, or a guidebook.
- Explain the task. Elicit an example question. Ss write five questions with how.
- Ss work individually to write the questions.
 Go around the class and give help as needed.
- · Ss ask and answer questions in groups.
- Option: Organize the class into teams and prepare a class game show using the Ss' questions.

111 WRITING

Learning Objective: write an article to promote a place in your country

A

- Option: Ss check the Internet or other sources for information about their country. Tell Ss to look at real examples of country websites.
- Explain the task. Ss write about their country and places to visit.
- Ss read the example article silently. Elicit the topics included in the article.
- Ss choose a place in their country to write about.
 Brainstorm with the class details to include in the articles (e.g., location, landscape, weather, history, how to get there, and when to go).

- Ss compose their first drafts. Then ask Ss to correct their grammar and spelling after writing the content.
- Option: Ss prepare attractive articles and display them on the wall for others to read.

B Pair work

- Explain the task. Ss work in pairs. They exchange articles and read them silently. Then the reader asks questions to get more information (e.g., What else is it famous for?).
- Encourage Ss to give each other helpful peer feedback.
 Then Ss revise their articles.

12 READING

Learning Objectives: read and discuss an article about the environment; develop skills in recognizing sources and understanding details

- Books closed. Write these questions on the board: Do you like to take long showers? How long do you spend in the shower? Do you usually walk, ride a bicycle, take public transportation, or use a car?
- Ss discuss the questions in pairs.
- Books open. Explain that this article is about the environment. Ss look at the pictures and decide which show environmental problems and which show solutions. Help Ss with vocabulary.

Answers

problems: 1, 4, 5, 8 solutions: 2, 3, 6, 7

A

- Explain the task. Ss read the article. Then they guess where the article is from. (Answer: a magazine) Ask: "How do you know? What clues tell you the answer?" (Answer: photos, design, title)
- Elicit or explain any new vocabulary.

Vocabulary

SUVs: sport utility vehicles

vehicles: machines used for transporting people or things

tuned up: adjusted so it works as effectively as possible throws away: disposes of; gets rid of

landfills: places where large amounts of garbage are buried

over and over again: repeatedly

recycled: collected and treated to be used again

"low-flow" showerhead: a device that controls or restricts the movement of water

leaky: allowing water to escape, even when turned off

B

- Explain the task. Read aloud the first statement in part B. Ask: "Where should we look for advice about this?" (Answer: the section about water) Ask a S to describe how to find the answer. Ask another S to write the advice on the board.
- Ss continue the task individually. Go over answers with the class.

Possible answers

- Stephanie should buy a low-flow showerhead and take shorter showers.
- 2. Ralph should turn down the heat during the day.
- 3. Matt should think before he buys it.
- 4. Stuart should walk or bicycle to work.
- Sheila should buy bulbs that use less energy and remember to turn lights off.

C Group work

- Ss work in groups to discuss the question. Go around the class and give help as needed.
- Groups share their suggestions with the class. Groups choose a S to write their suggestions on the board.

Possible answers

Buy products that have the recycling symbol on them. Plant trees, instead of cutting them down.

Learn how people are helping the environment.

Support existing environmental groups.

Don't leave the water on when brushing your teeth.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

Things You Can Do to Help the Environment

Look at the pictures. Which show environmental problems? Which show solutions?



CARS

Cars are getting bigger. SUVs—large, truck-like vehicles—are now the most popular cars in the United States. Bigger vehicles burn more gas and increase air pollution. So try to walk, bicycle, or use public transportation. If you drive a car, keep it tuned up. This saves gas and reduces pollution.



The biggest use of home energy is for heating and cooling. So turn up your air conditioner and turn down the heat, especially at night. Replace regular lightbulbs with bulbs that use less energy. And remember to turn lights off.



PRODUCTS

Each American throws away about 1.8 kilograms (4 pounds) of garbage every day. Most of it goes into landfills. Reduce waste before you buy by asking yourself: Do I need this? Is it something I can only use once? Buy products that you can use over and over again. And try to buy products made from recycled materials.

Sheila leaves the lights on at home all the time.



Showers use a lot of water. In one week, a typical American family uses as much water as a person drinks in three years! Buy a special "low-flow" showerhead or take shorter showers. This can cut water use in half. Also, fix any leaky faucets.

A	Read the article. Where do you think it is from? Check (✓) the correct answer.					
	a textbook	an encyclopedia	a magazine	an advertisement		
B	Read these sta	tements. Then write the adv	ice from the article tha	at each person should follow.		
1.	Stephanie alw	ays takes long showers in the	e morning.			
2.	In the winter, Ralph keeps the heat turned up all day.					
3.	Matt buys a newspaper every day, but never reads it.		er reads it.			
4.	Stuart drives to	o work, but his office is near	his home.			

C GROUP WORK What other ways do you know about to help the environment?

Units 13–14 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	ОК	A little
Say what I like and dislike (Ex. 1)	0		
Agree and disagree with other people (Ex. 1)			
Understand a variety of questions in a restaurant (Ex. 2)			
Order a meal in a restaurant (Ex. 3)			
Describe and compare things, people, and places (Ex. 4, 5)			
Ask questions about distances and measurements (Ex. 5)			

SURVEY Food facts

Answer these questions. Write your responses under the column "My answers."

AND PERSONAL PROPERTY.	My answers	Classmate's name
What food are you crazy about?		
What food can't you stand?		
Do you like vegetarian food?		
Can you eat very rich food?		
What restaurant do you like a lot?		
How often do you go out to eat?		

B CLASS ACTIVITY Go around the class. Find someone who has the same opinions or habits.

A: I'm crazy about Korean food.

B: I am, too./So am I. or Oh, I'm not. I'm crazy about . .

LISTENING In a restaurant

1			I.V Grant		
0	Listen to six requests in a	restaurant.	Check (V)	the best	response.

- 1. Yes. This way, please.
 - Yes, please.
- 2. No, I don't.
 - Yes, I'll have tea, please.
- I'd like a steak, please.
 - Yes, I would.
- I'll have a cup of coffee. Italian, please.
- Carrots, please.

 - Yes, I'd like some water.

Units 13-14 Progress check

SELF-ASSESSMENT

Learning Objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 13 and 14?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) a little.
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 - 1. Ask Ss to complete all the exercises.
 - Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 - Ask Ss to choose and complete exercises based on their Self-assessment.



SURVEY

Learning Objectives: assess one's ability to express likes and dislikes; assess one's ability to agree and disagree

A

 Ss write answers to the questions in the My answers column individually.

B Class activity

 Explain the task. Then model the example conversation with a few Ss. Point out that the S begins the conversation by making a statement.

- Elicit how to make statements from the remaining questions in the chart.
- Explain that Ss write the name of a classmate with the same opinion or habit in the Classmate's name column. Then they move on and talk to another classmate.
- Ss complete the task. Encourage them to respond with expressions of agreement or disagreement (e.g., So am I. Oh, I'm not.).
- Go around the class and note any grammar, vocabulary, or pronunciation errors.



LISTENING

Learning Objectives: assess one's ability to understand questions in a restaurant; assess one's ability to make requests

© [CD 3, Track 40]

- Explain the task. Ss listen to restaurant requests and check (✓) the correct responses.
- Play the audio program once or twice. Ss complete the task individually.
- . Go over answers with the class.

AudioScript

- 1. Could I have a table for two, please?
- 2. Can I get you anything to drink?
- 3. What would you like for dinner?
- 4. What kind of dressing would you like?
- 5. What vegetable would you like?
- 6. Would you like dessert?

Answers

- 1. Yes. This way, please.
- 2. Yes, I'll have tea, please.
- I'd like a steak, please.
- 4. Italian, please.
- Carrots, please.
- 6. No. I don't think so.

8 ROLE PLAY

Learning Objective: assess one's ability to order a meal in a restaurant

- Set the scene and explain the task. Ss work in pairs. Student A is a server in a restaurant and Student B is a hungry customer. Student B orders a meal and Student A writes the order on the check.
- Ss practice the role play in pairs. Then they change roles.
- Go around the class and check Ss' use of would and will.



SPEAKING

Learning Objective: assess one's ability to describe and compare things, people, and places

A Pair work

- Explain the task and read the example fact and question.
- Ss write six facts and six related Wh-questions in pairs.
 Encourage Ss to use comparisons with adjectives.

B Group work

- Explain the task. Each pair joins another pair. Ss take turns asking and answering their questions. Tell each pair to write down how many questions the other pair answers correctly.
- Ss complete the task in groups. Go around the class and check Ss' use of comparisons with adjectives.
 Then ask which pair got the most correct answers.
- Option: Ask Ss to share their facts. Find out who has the most unusual facts.



GAME

Learning Objectives: assess one's ability to describe and compare things, people, and places; assess one's ability to ask questions about distances and measurements

A

- Explain the task and ask different Ss to read the example statements.
- Point out that all the statements can be answers for Wh- or how questions. Elicit possible questions (e.g., How far is your house from the school? Which ocean is bigger, the Pacific or the Atlantic? Who has the longest hair in our class?).

 Ss complete the task. Go around the class and give help as needed.

B Class activity

- Explain the task and model the example conversation with a S.
- Ss play the game as a class.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"
- Ask Ss to underline one thing they need to review.
 Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

ROLE PLAY What would you like?

Student A: Imagine you are a server and

Student B is a customer. Take his or her order

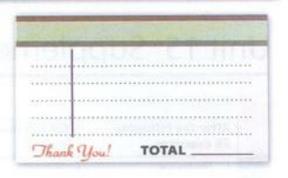
and write it on the check.

Student B: Imagine you are a hungry customer and can

order anything you like. Student A

is a server. Order a meal.

Change roles and try the role play again.

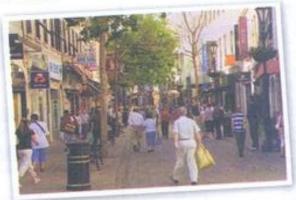


4 SPEAKING City quiz

A PAIR WORK Write down six facts about your city using comparatives or superlatives. Then write six Wh-questions based on your facts.

The busiest street is Market Drive.
 What's the busiest street in our city?

B GROUP WORK Join another pair. Take turns asking the other pair your questions. How many can they answer correctly?



GAME What's the question?

A Think of three statements that can be answered with how questions or Wh-questions with comparatives and superlatives. Write each statement on a separate card.

B CLASS ACTIVITY Divide into Teams A and B. Shuffle the cards together. One student from Team A picks a card and reads it to a student from Team B. That student tries to make a question for it.

A: The Pacific Ocean is bigger than the Atlantic Ocean.

B: Which ocean is bigger, the Pacific or the Atlantic?

Keep score. The team with the most correct questions wins.

It's about four kilometers
from my house to the school.

The Pacific Ocean is bigger than the Atlantic Ocean.

Ana has the longest hair in our class.

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Unit 15 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot		SSD Unit 15 Vocabulary 1
	2 Conversation		SSD Unit 15 Speaking 1
	3 Grammar Focus	net comprise from the level to	SB Unit 15 Grammar Plus focus 1 SSD Unit 15 Grammar 1 ARC Future with present continuous and be going to 1-2
LACLE	4 Word Power	755 Unit 15 Vocabulary Worksheet	SSD Unit 15 Vocabulary 2
	5 Role Play		
	6 Interchange 15	TSS Unit 15 Listening Worksheet	WB Unit 15 exercises 1-6
	7 Conversation	7SS Unit 15 Extra Worksheet	SSD Unit 15 Speaking 2
	8 Grammar Focus	TSS Unit 15 Grammar Worksheet	SB Unit 15 Grammar Plus focus 2 SSD Unit 15 Grammar 2 ARC Messages with tell and ask 1–3
	9 Writing	TSS Unit 15 Writing Worksheet	
CLE 2	10 Pronunciation	ST. St. St. St. St.	to de la contrata de la Carte de la contrata del la contrata de la contrata del l
ž	11 Listening	with a trought of the self.	ETANT AND ACTIVITY CHILD HAVE TOUCH
	12 Role Play	or a dig tools	naded a med ment trability of a con-
	13 Reading	TSS Unit 15 Project Worksheet VID Unit 15 VRB Unit 15	SSD Unit 15 Reading 1–2 SSD Unit 15 Listening 1–3 SSD Unit 15 Video 1–3 WB Unit 15 exercises 7–11

VID: Video DVD

VRB: Video Resource Book

WB: Workbook

My Plan for Unit 15

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
	Famo bo	A A delication of the
	A STATE OF THE PARTY OF THE PAR	
		THE STATE OF THE S
	BASELL NAME OF THE PARTY OF THE	
	12 62 7	The sum of the sum of
	The state of the s	of the same part to the last own on the same
	ilans	COMVERSATION Making
a State of		
	The same of the sa	the production are not to be a second and some
I so the B		
		Fyer, Oh, well replications dates lines
With or instead of the following SB section	I am using these materials for assessment	
		Trada and State

I'm going to a soccer match.

SNAPSHOT



Sources: www.excuses.co.uk; interviews with people aged 18-45

Have you ever used any of these excuses? Have you ever heard any of them? Which are good excuses and which are bad excuses? Check (✓) the good ones. What other excuses can you make for not accepting an invitation?

CONVERSATION Making plans

A W Listen and practice.

Lynn: Say, Miguel, what are you doing tonight?

Do you want to go bowling?

Miguel: I'd love to, but I can't. I'm going to a

soccer match with my brother.

Lynn: Oh, well, maybe some other time.

Miguel: Are you doing anything tomorrow?

We could go then.

Lynn: Tomorrow sounds fine. I'm going to

work until five.

Miguel: So let's go around six.

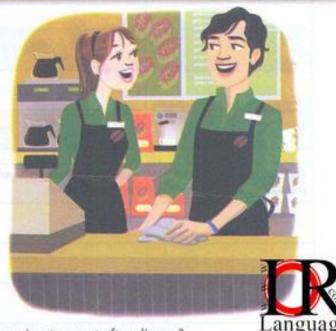
Lynn: OK. Afterward, maybe we can get

some dinner.

Miguel: Sounds great.

Listen to the rest of the conversation.

When are they going to have dinner? Who are they going to meet after dinner?



I'm going to a soccer match.

Cycle 1, Exercises 1-6

SNAPSHOT

Learning Objective: read and talk about common excuses for not accepting an invitation

Books closed. Write the following excuses on the board. Ask Ss to guess what this Snapshot is about. Elicit or explain that these are all excuses.

I'm sorry, I can't. I have to work. I'm busy that night.

I'm too tired.

- Books open. Call on Ss to read the excuses.
- Elicit or explain any new vocabulary.

Vocabulary

babysitter: a person who takes care of someone else's baby or child for a short time puppy: a young dog In Unit 15, students talk about activities and plans. In Cycle 1, they discuss future activities and plans using the present continuous, be going to, and time expressions. In Cycle 2, they leave messages using tell and ask.

- Explain the tasks. For the second task, ask Ss to imagine they are having a party, but some people can't come. Tell Ss to check (✓) the excuses they would find acceptable.
- Ss work in pairs to complete the tasks. Go around the class and give help as needed.
- Ask Ss for feedback on the second task. Which excuses are rude? Which ones are acceptable?
- Elicit Ss' ideas for the third task (e.g., I have a headache.).

2

CONVERSATION

Learning Objectives: practice a conversation between two people making plans; see future with present continuous and be going to in context

A @ [CD 3, Track 41]

- Ask Ss to look at the picture and invent a story about the two people. To guide Ss, ask: "Who are they? Where are they? What is their relationship? What is she asking him? What is he saying?"
- For more practice with vocabulary, play

 Picture It! download it from the website.
- Set the scene. Lynn and Miguel are co-workers. Lynn is asking Miguel out on a date.
- Books closed. Write these focus questions on the board:
 - 1. What is Lynn inviting Miguel to do?
 - 2. Why can't Miguel go?
 - 3. When are they going to meet?
- Play the audio program. Then elicit the answers.
 (Answers: 1. go bowling 2. He's going to a soccer match that night. 3. tomorrow night)
- Books open. Play the audio program again. Ss listen and read along silently.
- For a new way to practice this Conversation, try
 Say It with Feeling! download it from the website.

B @ [CD 3, Track 42]

- Read the focus questions aloud. Ask Ss to guess the answers. Write some of their ideas on the board.
- Play the audio program. Ss work individually. Then go over answers with the class.

AudioScript

Lynn After we're done bowling, do you want to go to the Chinese Palace for dinner?

Miguel Sure. I love their food. We can go around 8:00. That's not too late. You know, maybe Jason can join us.

Lynn Yeah. Hey, Jason, what are you doing tomorrow night? Do you want to join Miguel and me for dinner? We're going to the Chinese Palace at 8:00.

Jason I have to work till 8:30. But why don't I meet you afterward?

Miguel That'd be great, Jason.

Answers

They're going to have dinner at 8:00. Jason is going to meet them afterward.

 Option: Have a brief class discussion. Ask: "Do young people go on dates in your country? Where do people usually go on dates? Do you think it's OK for co-workers to date? Why or why not?"

GRAMMAR FOCUS

Learning Objective: practice using future with the present continuous and be going to

[CD 3, Track 43]

Present continuous with future meaning

Focus Ss' attention on the Conversation on page 100. Write these sentences on the board:

Lynn: What _____you ____tonight?
Miguel: ____you ____anything tomorrow?

- Call on Ss to fill in the blanks. (Answers: are/doing, Are/doing) Ask: "Do you recognize this tense?"
- Explain that earlier we used this tense to talk about what is happening right now. Now we are going to use it to talk about the future.
- Point to the first column in the Grammar Focus box. Elicit the rule for forming the present continuous: Question: (Wh) + be + subject + verb + -ing + ? Statement: Subject + be + verb + -ing.

Be going to

- Explain that we can also use be going to + verb for future plans. Focus Ss' attention on the second column in the Grammar Focus box.
- Draw a calendar for the week, and point to today's date. Ask questions like these:
 - T: Are you going to do anything on Friday? (pointing to Friday)

S1: Yes. I'm going to study.

- T: What about you, Pablo? What are you doing on Friday?
- Play the audio program. Ask Ss to repeat or mouth the words as they hear them.

A

- Explain the task. Model the first answer in both columns.
- Ss complete the conversations individually. Ask early finishers to write their answers on the board.

Answers

- 1. What are you doing tonight? Would you like to go out?
- Are you doing anything on Friday night? Do you want to see a movie?
- 3. We're having friends over for a barbecue on Sunday. Would you and your parents like to come?
- 4. Are you staying in town next weekend? Do you want to go for a hike?
- a. I'm going to be here on Saturday, but not Sunday. Let's try and go on Saturday.
- b. Well, my father is going to visit my brother at college. But my mother and I are going to be home. We'd love to come!
- c. Sorry, I can't. I'm going to work overtime tonight. How about tomorrow night?
- d. Can we go to a late show? I'm going to stay at the office till 7:00.

В

 Explain the task. Ss match the invitations to the responses. Go over answers with the class.

Answers

1. c 2. d 3. b 4. a

. Ss practice the invitations in pairs.

4

WORD POWER

Learning Objective: learn vocabulary for discussing leisure activities

A

- Explain the task. Model with several words from the list.
- Ss work in pairs. Go around the class, giving help with vocabulary.
- Ss add one more example to each category. To check answers, write the chart on the board.

Answers

Spectator sports baseball game bicycle race tennis match

volleyball tournament soccer match football game

Friendly gatherings

barbecue picnic beach party dinner party birthday party wedding

Live performances

dance performance singing contest play ballet rock concert opera

(Note: Additional examples are italicized.)

B Pair work

- Explain the task. Ss talk about the activities in pairs.
 Go around the class and give help as needed.
- To review the vocabulary in this Word Power, play Vocabulary Tennis – download it from the website.

3

Future with present continuous and be going to O

With present continuous

What are you doing tonight?
I'm going to a soccer match.
Are you doing anything tomorrow?
No, I'm not.

With be going to + verb

What is she going to do tomorrow?

She's going to work until five.

Are they going to go bowling?

Yes, they are.

Time expressions

tonight tomorrow on Friday this weekend next week

Complete the invitations in column A with the present continuous used as future. Complete the responses in column B with be going to.

A		В	
1.	What you (do) tonight? Would you like to go out?		I(be) here on Saturday, but not Sunday. Let's try and go on Saturday.
2.	Friday night? Do you want to see a movie?		Well, my father (visit) my brother a college. But my mother and I (be)
3.	We (have) friends over for a		home. We'd love to come!
barbecue on Sunday. Would you and your parents like to come?			Sorry, I can't. I (work) overtime tonight. How about tomorrow night?
4.	you (stay) in town next weekend? Do you want to go for a hike?		Can we go to a late show? I (stay) at the office till 7:00.

B Match the invitations in column A with the responses in column B. Then practice with a partner.

4

WORD POWER Leisure activities

A Complete the chart with words and phrases from the list. Then add one more example to each category.

barbecue bicycle race picnic singing contest
baseball game birthday party play tennis match
beach party dance performance rock concert volleyball tournament

Spectator sports	Friendly gatherings	Live performances
Commence of the Commence of th		
***************************************	***************************************	

B PAIR WORK Are you going to do any of the activities in part A? When are you doing them? Talk with a partner.

5 ROLE PLAY Accept or refuse?

Student A: Choose an activity from Exercise 4 and invite a partner to go with you. Be ready to say where and when the activity is.

> A: Say, are you doing anything on . . . ? Would you like to . . . ?

Student B: Your partner invites you out. Either accept the invitation and ask for more information, or say you can't go and give an excuse.

Accept

Refuse

B: OK. That sounds fun. Where is it? B: Oh, I'm sorry, I can't. I'm . . .

Change roles and try the role play again.

6 INTERCHANGE 15 Weekend plans

Find out what your classmates are going to do this weekend. Go to Interchange 15 on page 130.

CONVERSATION Can I take a message?

A C Listen and practice.

Secretary: Good morning, Parker Industries.

Mr. Kale: Hello. May I speak to Ms. Graham, please? Secretary: I'm sorry. She's not in. Can I take a message?

Mr. Kale: Yes, please. This is Mr. Kale.

Secretary: Is that G-A-L-E? Mr. Kale: No, it's K-A-L-E.

Secretary: All right.

Mr. Kale: Please tell her our meeting is on Friday

at 2:30.

Secretary: Friday at 2:30.

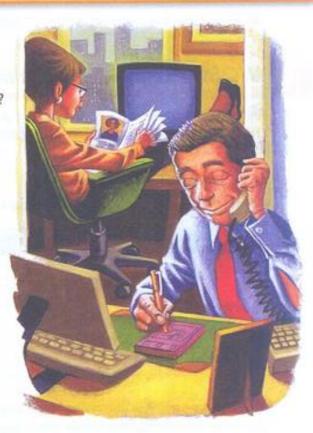
Mr. Kale: And could you ask her to call me this afternoon? My number is (646) 555-4031.

Secretary: (646) 555-4031. Yes, Mr. Kale. I'll give

Ms. Graham the message. Mr. Kale: Thank you. Good-bye.

Secretary: Good-bye.

B Listen to three other calls. Write down the callers' names.



8 ROLE PLAY

Learning Objective: role-play a conversation between two people making plans

- Divide the class into groups A and B. Ask Students B to look at the excuses in the Snapshot on page 100 while you explain the task to Students A.
- Explain the task to Students A. Model the example questions. Elicit additional questions that Ss can use to invite someone out (e.g., What are you doing on...? Are you busy on...?). Write these cues on the board for Student As to use in their invitations: activity/event day/date/time place
- While Students A plan their invitations, explain the task to Students B. Model how to accept or refuse an invitation. Elicit more examples from Ss (e.g., Wow! That sounds great! Thanks, I've really wanted to do that!).
- Model the role play with Ss. Show Ss how to elaborate and use their own words.
- Ss work in pairs to do the role play. Remind Ss to use the cues in the book and on the board.
- Provide feedback. Then Ss change roles and do the activity again.

6 INTERCHANGE 15

See page T-130 for teaching notes.

End of Cycle 1

Cycle 2, Exercises 7-13

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Cycle 2, Exercises 7-13

CONVERSATION

Learning Objectives: practice a conversation between two people talking on the phone; see messages with tell and ask in context

A 🕡 [CD 3, Track 44]

- Ask Ss to cover the text. Have Ss describe the picture. Then ask: "Have you ever taken a message? Who for? Where?"
- Write this focus question on the board: What are Mr. Kale's two messages for Ms. Graham?
- Play the audio program. Then elicit the answers.
 (Answers: The meeting is on Friday at 2:30. Call him this afternoon.)
- Ask Ss to uncover the text. Play the audio program again. Ss read the conversation silently, paying attention to how the telephone numbers are said.
- Ss practice the conversation in pairs. Tell Ss to sit back-to-back.

B 🕡 [CD 3, Track 45]

- Explain the task. Ss listen to find out the names of the three callers. Play the audio program.
- · Elicit answers from around the class.

AudioScript

Secretary [phone rings] Good morning, Parker Industries.

Mr. Lee Hello. May I speak to Ms. Graham, please?

Secretary I'm sorry. She's not in. Can I take a message?

Mr. Lee Yes, this is Tom Lee from the Beijing office. Can you ask her to call me back? She has the number.

Secretary Of course, Mr. Lee.

Secretary [phone rings] Good morning, Parker Industries.

Ms. Brown Hello. Is Ms. Graham there?
Secretary I'm afraid she's not in. Can I take a message?
Ms. Brown Yes, this is Susan Brown. Please have her call me back as soon as possible. The number is (846) 555-9037.

Secretary Yes, Ms. Brown. I'll give her the message.

Secretary [phone rings] Good morning,
Parker Industries.
Kelly Hi. Is Mom there? This is Kelly.
Secretary Oh, hi, Kelly. How's it going?
Kelly Pretty good.
Secretary Listen, your mom isn't here right now,
but I'll tell her you called.
Kelly OK.

Answers

Tom Lee, Susan Brown, Kelly

8

GRAMMAR FOCUS

Learning Objective: practice writing and giving messages with tell and ask

[CD 3, Track 46]

Tell with statements

- Focus Ss' attention on the "statement" part of the Grammar Focus box. Ask these four questions:
 - 1. "What is the message?" (The meeting is on Friday.)
 - 2. "Do we use tell or ask with statements?" (tell)
 - 3. "Does the message change when we use tell?" (no)
 - "What are three ways to ask someone to relay a message?" (Please tell X . . . /Could you tell him/her . . . ?/Would you tell him/her . . . ?)
- Elicit the rule for forming messages with a statement:
 - Tell + person + (that) + the statement.

Ask with requests

- Repeat the above steps for requests with the "request" part of the Grammar Focus box.
 - 1. "What is the message?" (Call me this afternoon.)
 - 2. "Do we use tell or ask with requests?" (ask)
 - "Does the message change when we use ask?" (no, but we use to)
 - "What are three ways to ask someone to relay a message?" (Please ask X . . . /Could you ask him/her . . . ?/Would you ask him/her . . . ?)

- Elicit the rule for forming messages with a request:
 Ask + person + to + the request.
- Focus Ss' attention on the Conversation on page 102. Ask: "What structures does Mr. Kale use when he gives his two messages?" (Answers: Please tell her..., Could you ask her to...?)
- · Use the audio program to present the language.
- Present messages 1-6. Model how to unscramble the first sentence. Point out that both statements and requests begin with the words please, could, or would.
- Ss complete the task individually.
- Option: If Ss have difficulty with the patterns for tell and ask, ask them to read each message and find the ask examples (2, 5, 6). Ask Ss "Are these requests?" (yes)
- Ss compare messages in pairs. Then elicit and check Ss' answers around the class.

Answers

- 1. Please tell Ryan that the barbecue is on Saturday.
- Could you ask Patrick to call me at 12:00?
- 3. Could you tell Amy that the dance performance is tonight?
- 4. Would you tell Cella that the picnic is in the park?
- 5. Would you ask Noriko to meet me at the stadium?
- Please ask Jason to bring the tickets to the rock concert.



WRITING

Learning Objective: write a note asking someone to pass on messages with tell and ask

A Pair work

 Explain the task. Ask Ss to read the example message silently. Using the example message, demonstrate with a S.

The writer's tasks:

- The writer writes a note to his or her partner. The note should include three messages to other people in the class.
- Then the writer gives the note with three messages to his or her partner.

The partner's tasks:

- The partner reads the note and then gets up to tell the messages to the three people named in the note.
- The partner goes to the first person in the note and tells him or her the writer's message. Then the partner goes to the second person in the note and tells the writer's message. Finally, the partner goes to the third person in the note and tells him or her the writer's message.

For long instructions, it helps to write them on the board so Ss can follow them as the activity develops.

- Ss write their notes individually. Remind Ss to include messages for three people. Encourage Ss to write interesting or unusual messages.
- · Give Ss five to ten minutes to write their messages.
- . Option: Assign this writing task for homework.
- Ss exchange their notes with a partner. Then everyone gets up to deliver each message.

B Group work

Ss work in groups to compare answers. Allow about five minutes for discussion. Remind Ss to decide who has the most unusual message. Groups share their most unusual message with the class.

Messages with tell and ask 🧿

Statement Messages with a statement

The meeting is on Friday. Please tell her (that) the meeting is on Friday.

Could you tell her (that) the meeting is on Friday?

Would you tell her (that) the meeting is on Friday?

Request Messages with a request

Call me this afternoon. Please ask him to call me this afternoon.

Could you ask him to call me this afternoon?

Would you ask him to call me this afternoon?

Unscramble these messages. Then compare with a partner.

- 1. tell / that / is / please / Ryan / the barbecue / on Saturday
- 2. call me / at 12:00 / you / Patrick / could /ask / to
- 3. is / that / Amy / tonight / could / you / the dance performance / tell
- 4. tell / is / Celia / in the park / would / you / that / the picnic
- 5. meet me / to / you / would / Noriko / ask / at the stadium
- 6. ask / to the rock concert / please / bring / Jason / to / the tickets

WRITING Unusual favors

A PAIR WORK Think of unusual messages for three people in your class. Write a note to your partner asking him or her to pass on the messages.

Dear Rachel,

Could you tell Brian to wear two different color

socks tomorrow?

Please tell Jeff that our class tomorrow is at midnight.

Would you ask Sun-hee to bring me a hamburger and french fries for breakfast tomorrow?

Thanks!



B GROUP WORK Compare your messages. Which is the most unusual?

PRONUNCIATION Reduction of could you and would you

A C Listen and practice. Notice how could you and would you are reduced in conversation.

[cud3ə]

Could you tell her the meeting is on Friday?

[wudzə]

Would you ask him to call me this afternoon?

B PAIR WORK Practice these questions with reduced forms.

Could you tell them I'll be late? Would you ask her to be on time? Could you ask her to return my dictionary? Would you tell him there's a picnic tomorrow?

111 LISTENING Taking a message

Listen to telephone calls to Mr. Lin and Ms. Carson. Write down the messages.

Date:	VOLLV	VERE OUT
From:	.00	TENE OU
of: City		
Phone:		ext:
Message:		
Call Mrs.		

Date:	E YOU WERE OU
From:	
of:	National
Phone:	ext:
Message:	

12 ROLE PLAY Who's calling?

Student A: Call your friend Andrew to tell him this:

There's a party at Ray's house on Saturday night. Ray's address is 414 Maple St., Apt. 202. Pick me up at 8:00 P.M.

Student B: Someone calls for your brother Andrew. He isn't in.
Take a message for him.

Change roles and try another role play.

useful expressions

May I speak to . . .?
Sorry, but . . . isn't here.
Can I leave a message?
Can I take a message?
I'll give . . . the message.

- Student A: You are a receptionist at Systex Industries. Someone calls for your boss, Ms. Park. She isn't in. Take a message for her.
- Student B: Call Ms. Park at Systex Industries to tell her this:

You can't make your lunch meeting at 12:00. You want to meet at 12:30 at the same place instead. Call her to arrange the new time.

104 Unit 15

10 PRONUNCIATION

Learning Objective: notice the reduced forms of could you and would you

A @ [CD 3, Track 47]

- Play the audio program. Model the consonant sounds d + y in could you and would you. Ss repeat.
- · Call on different Ss to try the reductions.

B Pair work

- Read out the four questions for the class. Ask Ss to repeat.
- For a new way to practice this Pronunciation, try

 Walking Stress download it from the website.

111 LISTENING

Learning Objective: develop skills in listening for details

(CD 3, Track 48)

- Explain the task. Point out the different parts of the message slips.
- Play the audio program. Ss listen and write down the messages. Then Ss compare answers with a partner.
- Play the audio program again. Break up the two listenings into smaller segments. Pause after every few lines to give Ss time to complete the messages.

AudioScript

1.

Receptionist [phone rings] Good afternoon, MBI. May I help you?

Mrs. Paris Hello. I want to speak to Mr. Lin, please.

Receptionist I'm sorry. Mr. Lin is in a meeting right now.

Would you like to leave a message?

Mrs. Paris Yes, please. This is Mrs. Paris of City Car Center. Receptionist Mrs. Paris. Is that P-A-R-I-S?

Mrs. Paris Yes, that's right. Please ask him to call me at the City Car Center before 3:30 this afternoon. It's very important.

Receptionist All right. And your number, please? Mrs. Paris 718-555-3290.

Receptionist 718-555-3290?

Mrs. Paris That's it.

Receptionist OK. I'll ask him to call you before 3:30, Mrs. Paris. Mrs. Paris Thank you. Good-bye. Receptionist Good-bye.

2.

Receptionist [phone rings] This is Software Systems.
Good morning.

Sam Good morning. May I speak to Ms. Carson, please?
Receptionist Hmm...do you mean Mrs. Carter?
Sam No, Carson, Ms. Wendy Carson. She's new there.
Receptionist Let me check. Oh, yes, let me try to connect
you. Hold on. [phone rings three times] I'm sorry. There's
no answer. May I take a message?

Sam Yes. Would you please ask her to call Sam at First National Bank?

Receptionist Sam...at First National Bank.
Sam The number is 914-555-1187, extension 313.
Receptionist 914-555-1187, extension 313?
Sam That's right.
Receptionist OK. I'll give her the message.
Sam Thanks so much Ree

Sam Thanks so much. Bye. Receptionist Good-bye.

Call on Ss to write their answers on the board.

Answers

- 1. To: Mr. Lin From: Mrs. Paris of: City Car Center Phone: 718-555-3290 Message: Call Mrs. Paris before 3:30 this afternoon. Important!
- To: Wendy Carson
 From: Sam
 of: First National Bank
 Phone: 914-555-1187
 ext. 313
 Message: Call Sam at
 the bank.

12 ROLE PLAY

Learning Objective: role-play a conversation between two people talking on the phone

- Divide the class into pairs and assign A/B roles.
 Explain the roles and go over the A/B cues.
- Model the role play with a S. Have Ss sit back-to-back. Change roles if necessary.
- Option: Before starting the activity, tell Ss to reread the Conversation on page 102. Or Ss can listen again to the audio program in Exercise 11 to review phone
- etiquette. Ask Students A to find expressions callers use and Students B to find expressions receptionists use.
- Ss do the first role play, sitting back-to-back. Provide feedback after they finish.
- Explain the second role play and go over the A/B cues.
 Pairs change roles and do the new role play.

TIP To maintain interest it's best to ask only one pair to demonstrate the role play to the class.

13 READING

Learning Objectives: read and discuss an article about cell phone etiquette; develop skills in scanning, summarizing, and recognizing points of view

- Books closed. To set the scene, ask Ss to brainstorm things that cell phone users do that are dangerous or rude (e.g., They talk too loudly. They take calls in movie theaters.).
- Books open. Call on a S to read the title aloud. Elicit or explain that etiquette means "manners."
- Tell Ss to read the cell phone article quickly. Ask Ss to find the answers to the pre-reading questions. (Answers: It's not OK to use a cell phone in a movie theater. It's not OK to use a cell phone in a restaurant if there is a sign saying "turn off cell phones." It's not OK to use a cell phone on the street if you talk loudly or if you don't watch where you're going.)

Α

- Explain the task. Ss read the article silently. Remind Ss to try to guess the meanings of any words they don't know.
- Elicit or explain any new vocabulary.

Vocabulary

happens: occurs; takes place day-to-day: ordinary; regular

beeping: a short, high-pitched sound

take calls: answer the phone

ringer: device that creates the ring-tone on a cell phone

You get the picture.: You understand what I am talking about.

nuisance: something that is annoying

- For a new way to teach the vocabulary in this Reading, try Vocabulary Mingle – download it on the website.
- Ss complete the summary. Then go over answers with the class.
- Option: If the summary seems too difficult for your Ss, include the words in a cloud summary on the board, like this:



Answers

Many people don't practice good cell phone etiquette.
They talk too loudly, listen to loud music, or check
their email while crossing the street. To be a better
cell phone user, follow a few simple rules. For example:
Turn off your phone in public places that don't allow
cell phones; speak softly on phone calls; and don't talk,
text, play games, or listen to music while driving or
crossing the street.

B

- Ask the following question: "Is the writer against cell phones, for cell phones, or for cell phones only if they're used in a way that doesn't bother other people?"
- Elicit examples in the article that show the writer's opinion.
- Explain the task. Ss imagine they are the writer of the article. They check (✓) the sentences the writer would agree with.
- Ss complete the task individually. Then they compare answers with a partner.
- Go over answers with the class.

Answers

The writer would probably agree with 3, 7, 8.

C Pair work

 Explain the task. Ss work in pairs. They discuss which opinions they agree or disagree with and why.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Cell Phone Etiquette

Scan the article. Is it OK to use a cell phone in a movie theater? in a restaurant? on the street?

What do these things have in common: a stranger's personal problems, details about a business meeting, the food in someone's refrigerator, someone's medical issues, and a private argument? These are all things you hear about when the people around you don't practice good cell phone etiquette!

Most people find cell phones a necessity in their day-to-day lives. But we've all sat next to someone talking too loudly, listening to loud music, or playing a loud beeping game on a



cell phone. But a recent report shows that while most people are annoyed by cell phone rudeness, most admit to doing it, too. What can you do to practice better etiquette? Here are a few rules:

- Off means off! Respect the rules of restaurants and other public places. If a sign says "No cell phones," don't use your phone - for anything.
- > Keep private conversations private!

 Speak softly and for a short time. Observe the 3-meter
 (10-feet) rule stay away from other people.
- Lights off, phone off! Never take calls or send text messages in a theater, at the movies, or at a performance. Turn your phone or your ringer off.
- Pay attention! Talking or texting while driving is dangerous. Listening to music with headphones while driving is dangerous. Crossing the street while playing a game or checking your email is dangerous. You get the picture.

Cell phones have become mini-computers that people depend on 24 hours a day. But don't let yours become a nuisance – or a danger – to others! Next time you're getting ready to use yours, stop and consider the people around you.

A Read the article. Then complete the summary with information from the article.
Many people don't practice good cell phone
B Check (✓) the statements the writer would probably agree with.
 You should never use a cell phone in public. Cell phone users are very rude people. Turn off your cell phone if someone asks you to. You can talk loudly if you're more than 3 meters away from someone. It's OK to send text messages while driving a car. You can use a cell phone at a dance performance if you speak quietly. Don't play games on your phone in restaurants. Don't check your email while crossing the street.

PAIR WORK Do you agree with the writer's opinions? Why or why not?

Unit 16 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot		SSD Unit 16 Vocabulary 1–2 ARC Things that bring about changes in our lives
	2 Conversation		SSD Unit 16 Speaking 1
CYCLE 1	3 Grammar Focus		SB Unit 16 Grammar Plus focus 1 SSD Unit 16 Grammar 1 ARC Describing changes
	4 Listening	TSS Unit 16 Listening Worksheet TSS Unit 16 Extra Worksheet	
	5 Word Power		SSD Unit 16 Vocabulary 3 WB Unit 16 exercises 1–5
	6 Conversation	THE DESIGNATION OF THE PARTY OF	SSD Unit 16 Speaking 2
	7 Grammar Focus	TSS Unit 16 Vocabulary Worksheet TSS Unit 16 Grammar Worksheet	SB Unit 16 Grammar Plus focus 2 SSD Unit 16 Grammar 2 ARC Verb + infinitive 1–2
	8 Pronunciation		ARC Vowel sounds /ou/ and /n/
CYCLE 2	9 Interchange 16		
CYC	10 Speaking	roranger and a pic	the day hold and was right to be a fine
	11 Writing	TSS Unit 16 Writing Worksheet	
	12 Reading	TSS Unit 16 Project Worksheet VID Unit 16 VRB Unit 16	SSD Unit 16 Reading 1–2 SSD Unit 16 Listening 1–3 SSD Unit 16 Video 1–3 WB Unit 16 exercises 6–10

With or instead of the following SB section	You can also use these materials for assessment	
Units 15–16 Progress Check	ASSESSMENT CD Units 15–16 Oral Quiz ASSESSMENT CD Units 15–16 Written Quiz ASSESSMENT CD Units 9–16 Test	

Key

ARC: Arcade

5B: Student's Book

SSD: Self-study DVD-ROM

TSS: Teacher Support Site

VID: Video DVD

VRB: Video Resource Book

WB: Workbook

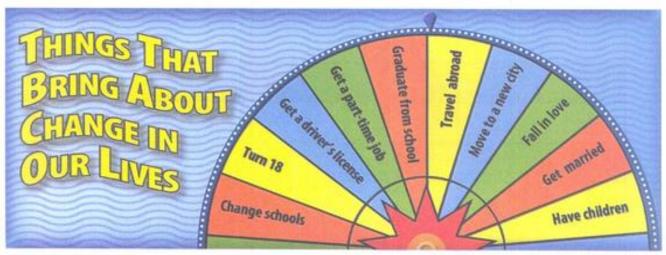
My Plan for Unit 16

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
	The state of the s	
		A SIMILAR SIMI
	4 194/	
	PASSEZ.	
	My	
	de E	DI MINISTER PROPERTY AND ADDRESS OF THE PARTY OF THE PART
		Stayes acid soul work a six or
		a made agent beint to do under the committee of
With or instead of the	I am using these materials	
following SB section	for assessment	
	1,33	

A change for the better!

SNAPSHOT



Source: Based on interviews with people between the ages of 16 and 50

Which of these events are the most important changes? Have any of these things happened to you recently? What other things bring about change in our lives?

CONVERSATION Catching up

A C Listen and practice.

Diane: Hi, Kerry. I haven't seen you in ages. How have you been?

Kerry: Pretty good, thanks. Diane: Are you still in school?

Kerry: No, not anymore. I graduated last year. And I got a job at Midstate Bank.

Diane: That's great news. You know, you look different. Have you changed your hair?

Kerry: Yeah, it's shorter. And I wear contacts now.

Diane: Well, you look fantastic!

Kerry: Thanks, so do you. And there's one more thing. Look! I got engaged.

Diane: Congratulations!

B Listen to the rest of the conversation. How has Diane changed?



A change for the better!

Cycle 1, Exercises 1-5



SNAPSHOT

Learning Objective: read and talk about things that change our lives

- Books closed. Write the unit title on the board. Elicit or explain the meaning of a change for the better and also a change for the worse. Explain that this unit is about important changes in our lives.
- Ss brainstorm things that change our lives (e.g., get married, have a child, change schools). Help with vocabulary as needed.
- Books open. Ss compare their ideas with those in the Snapshot.
- · Elicit or explain any new vocabulary.

In Unit 16, students talk about changes in a person's life. In Cycle 1, they discuss changes using the comparative and the present, past, and present perfect tenses. In Cycle 2, they talk about plans for the future using verb + infinitive.

Vocabulary

driver's license: a document that proves you are legally allowed to drive a car graduate: complete your studies

abroad: to a foreign country

- Explain the tasks, Ss discuss the questions in pairs or small groups. Remind Ss they don't have to share personal information. They can respond by saying "I prefer not to talk about that."
- Have a brief class discussion about changes that have occurred in Ss' lives.

2

CONVERSATION

Learning Objectives: practice a conversation between two people catching up; see descriptions of changes in context

A @ [CD 3, Track 49]

- Set the scene. Two old friends run into each other and "catch up" on changes in their lives.
- Books closed. Play the audio program. Ask: "Has Kerry's life changed for the better or for the worse?" (Answer: for the better)
- Write these focus questions on the board: True or false?
 - 1. Kerry is still in school.
 - 2. Her hair is shorter than before.
 - 3. She got married.
- Play the audio program again. Then elicit the answers. (Answers: 1. false 2. true 3. false) For the false ones, ask Ss what really happened.
- Books open. Play the audio program again. Ss listen and read along silently. Elicit or explain any new vocabulary.

Vocabulary

contacts: short for contact lenses got engaged: formally agreed to marry someone

For a new way to practice this Conversation, try
Say It With Feeling! – download it from the website.

- Ss practice the conversation in pairs. Go around the class and give help as needed.
- Option: Ss write their own conversation, based on the one in the book. They practice the new conversation in pairs.

B (CD 3, Track 50)

- Play the audio program once or twice. Ss listen to find out how Diane has changed.
- Ss compare answers in small groups. Then go over answers with the class.

AudioScript

Kerry So tell me, Diane, what have you been up to?
Diane Well, let's see. I've changed jobs.
Kerry Really? You don't work at the hospital anymore?
Diane No, I left last year. I'm still a nurse, but I work in a private clinic. My job is less stressful now.
Kerry Do you still live downtown?
Diane Oh, no. I moved to a new place. I'm in the suburbs now. I live in Parkview, just outside the city.
Kerry Parkview? That's where I live! That means we're neighbors!

Possible answers

Diane changed jobs, works now in a private clinic, and moved to the suburbs.

3

GRAMMAR FOCUS

Learning Objective: practice describing changes with the present tense, the past tense, the present perfect, and comparatives

© [CD 3, Track 51]

- Option: Ask Ss to bring in some old photos that show how they have changed. Ss can show each other their photos and discuss them.
- · Write these four categories on the board:

Present tense

Present perfect

Past tense

Comparative

- Focus Ss' attention on the Conversation on page 106.
 Ask Ss to find examples in each category. Call on Ss to write them on the board.
- Option: Divide the class into four groups and assign each group a different tense.

Possible answers

Present tense

Are you still in school? That's great news. You look different. I wear contacts now. You look fantastic! There's one more thing.

Past tense

I graduated last year. I got a job. I got engaged.

Present perfect

I haven't seen you in ages. How have you been? Have you changed your hair?

Comparative

It's shorter.

- Play the audio program to present the grammar. Then ask Ss to describe the changes to the man in the picture (e.g., He wears different clothes now. He has grown taller. His hair is shorter now.).
- Option: If needed, review the tenses. For the past tense, see Unit 7; for the present perfect, see Unit 10; and for comparatives, see Unit 14.

A

- Explain the task. Ss check () true statements and correct any false statements. Put this example on the board:
- ✓ 1. I've changed my hairstyle.
 - 2. I dress differently now.

I dress the same.

 Ss complete the task individually. Go around the class and give help as needed.

B Pair work

Explain the task. Then Ss work in pairs to compare their part A responses. Ask the class: "Who has changed in similar ways?"

C Group work

- Explain the task. Ss work individually. They write five sentences describing other changes in their lives.
- Ss work in groups to compare answers. Allow about five minutes for discussion. Remind Ss to decide who in the group has changed the most.

4

LISTENING

Learning Objective: develop skills in listening for details

[CD 3, Track 52]

- Set the scene. Linda and Scott are looking through a photo album and discussing how they have changed over the years.
- Play the audio program. Ss listen and take notes on three changes they hear. Go over answers with the class.

AudioScript

Linda What are you looking at, Scott?

Scott Oh, just one of our photo albums.

Linda Oh, look – it's our wedding picture.

Scott Yeah. Just think, we'll be celebrating our fifth wedding anniversary this month.

Linda Yeah, and I remember we didn't get along so well

Linda Yeah, and I remember we didn't get along so well when we first met. But a year later, we fell in love and got married. Scott And here's a picture of our honeymoon, Wow! We sure look different now, don't we?

Linda Yes. My hair is much shorter now. And you wore glasses back then. You were always too thin. Oh, and look. Here's a picture of the day we brought Maggie home from the hospital.

Scott She's so cute. And now we have two kids. Who would have guessed?

Linda Yeah. We're just lucky that they look like me.

Possible answers

They didn't get along when they first met. They're married now. Linda's hair is shorter. Scott doesn't wear glasses. They have two kids now.

Describing changes 🔘

With the present tense

I'm not in school anymore.
I wear contacts now.

With the past tense

I got engaged.

I moved to a new place.

With the present perfect

I've changed jobs.
I've fallen in love.

With the comparative

My hair is **shorter** now. My job is **less stressful**.

A How have you changed in the last five years? Check (✓) the statements that are true for you. If a statement isn't true, give the correct information.

- 1. I've changed my hairstyle.
- 2. I dress differently now.
- 3. I've made some new friends.
- 4. I got a pet.
 - 5. I've joined a club.
- 6. I moved into my own apartment.
 - 7. I'm more outgoing than before.
 - 8. I'm not in high school anymore.
 - 9. My life is easier now.
 - 10. I got married.

B PAIR WORK Compare your responses in part A. Have you changed in similar ways?

C GROUP WORK Write five sentences describing other changes in your life. Then compare in groups. Who in the group has changed the most?



4

LISTENING Memory lane

Linda and Scott are looking through a photo album. Listen to their conversation. How have they changed? Write down three changes.

í	Changes	ì
Ī		

5 WORD POWER

A Complete the word map with phrases from the list. Then add two more examples to each category.

dye my hair
get a bank loan
get a credit card
grow a beard
improve my English vocabulary
learn a new sport
learn how to dance
open a savings account
pierce my ears
start a new hobby
wear contact lenses
win the lottery

B PAIR WORK Have you changed in any of these areas? Tell your partner about a change in each category.



A: I opened a savings account last year. I've already saved \$500.

B: I got my first credit card last month. Can I borrow ...?

CONVERSATION Planning your future

A Listen and practice.

Alex: So, what are you going to do after graduation, Susan?

Susan: Well, I've saved some money, and I think I'd really like to travel.

Alex: Lucky you. That sounds exciting!

Susan: Yeah. Then I plan to get a job and my own apartment.

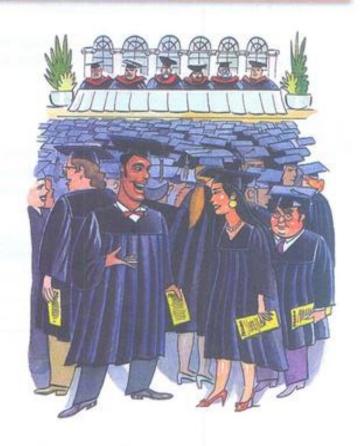
Alex: Oh, you're not going to live at home?

Susan: No, I don't want to live with my parents – not after I start to work.

Alex: I know what you mean.

Susan: What about you, Alex? Any plans yet?
Alex: I'm going to get a job and live at home.
I'm broke, and I want to pay off my
student loan!

B C Listen to the rest of the conversation.
What kind of job does Alex want? Where would
Susan like to travel?



WORD POWER

Learning Objective: learn vocabulary for discussing changes

- · Explain the task. Ss complete the word map with phrases from the list.
- Call on Ss to read the phrases. Explain any vocabulary.
- Ss complete the word map. Remind them to add two more examples to each category.
- Draw the word map on the board. Ask Ss to write answers and add more examples to each category.

Answers

Appearance dye my hair grow a beard pierce my ears wear contact lenses

Money get a bank loan get a credit card open a savings account win the lottery

Skills improve my English vocabulary learn a new sport learn how to dance start a new hobby

lose weight learn how to paint get a mortgage dress better support a charity take an art class (Note: Additional examples are italicized.)

- Explain the task and model the example with a S. Elicit additional responses and write them on
- Ss discuss their changes in each category.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Cycle 2, Exercises 6-12



CONVERSATION

Learning Objectives: practice a conversation between two people planning their futures; see verb + infinitive in context

A (CD 3, Track 53)

- · Have Ss cover the text. Use the picture to set the scene. Ask: "What's happening? What do you think they are discussing?" Elicit ideas.
- Write this chart on the board (without the answers). Ask Ss to listen for three future plans for each person.

Susan: travel, get a job, get her own apartment Alex: get a job, live at home, pay off his student loan

- Play the audio program. Ss write their answers. Ss compare answers in pairs. Then go over answers with the class.
- Have Ss uncover the text. Play the audio program again. Ss read the conversation silently.
- Elicit or explain any new vocabulary.

Vocabulary

graduation: the ceremony at which a person who has completed a course of study gets a diploma I'm broke: I don't have any money. pay off: make the final payment for something

student loan: money given to a student that must be paid back after graduating

Ss practice the conversation in pairs.

B (CD 3, Track 54)

- · Play the audio program. Ss listen to find out the answers to the focus questions.
- Elicit answers from around the class.

AudioScript

Susan What kind of job are you looking for? Alex Well, I've thought a lot about it, and I'd like to do computer programming. So I hope to get a job with a big computer company.

Susan That sounds really interesting. Alex Yeah, I've got an interview next week.

Susan Well, good luck!

Alex And where do you plan to travel to, Susan? Susan Well, I'd like to travel around the United States a bit. There are so many places that I've never seen. Alex Well, please send me a lot of postcards while you're away.

Susan All right, I will. And I hope you get the job. Alex Me, too!

Possible answers

Alex wants a job as a computer programmer with a big company. Susan wants to travel around the U.S.

A change for the better! . T-108

7

GRAMMAR FOCUS

Learning Objectives: practice using verb + infinitive; ask and answer questions about the future using verb + infinitive

(CD 3, Track 55)

- Books open. Focus Ss' attention on the Conversation on page 108. Call on Ss to find the answers and to fill in the blanks on the board. (Answers: like to, plan to, want to, going to)
- . Ask Ss to look at the Grammar Focus box.
- Ask: "What do these structures have in common?
 What other structures follow this pattern?" (Answers: All are verb + infinitive; hope to, would like to)
- Play the audio program. Then have Ss make sentences of their own (e.g., I don't plan to get married this year.).
- For more practice with verb + infinitive, play Line

 Up! download it from the website. Ss line up
 according to the age when they hope to marry, how
 many children they hope to have, etc.

A

- Explain the task. Tell Ss to write true information about themselves. Encourage Ss to use each verb from the Grammar Focus box at least once.
- Ss work individually to complete the sentences. Remind Ss to add two more statements for numbers 7 and 8. Go around the class and give help. (Note: Don't check Ss' answers until the end of part B.)
- Option: Tell Ss to look at the photos. As a class, discuss the aspects of people's lives that the photos represent (e.g., traveling overseas, families, working parents, getting married, becoming successful).

B Pair work

- Ss work in pairs to discuss their responses. Tell pairs to check (✓) the statements on their lists that are the same and to put an X next to the ones that are different.
- Elicit some "same" and "different" responses from pairs.

C Group work

- Explain the task. Call on Ss to read the questions.
 Check for correct intonation.
- Ss work in small groups. They take turns asking and answering the questions. Tell Ss to ask the questions in any order they want. Also encourage Ss to ask followup questions and to respond to group members' plans.
- Option: Ss earn one point for every follow-up question they ask.

8

PRONUNCIATION

Learning Objective: notice the difference between the vowel sounds /ou/ and /n/

A @ [CD 3, Track 56]

- Explain that words spelled with o are pronounced in different ways in English. Point out the two examples in the book.
- Play the audio program and let Ss listen to the two sounds and practice.
- Elicit more words that contain the two sounds (e.g., lot, job, grow, oh).
- Option: If Ss are having problems, ask them to find words spelled with o in the unit. Say the words, and ask Ss which have the /ou/ sound, which have the /a/ sound, and which have some other sound.
- For more practice with this Pronunciation, play

 Bingo download it from the website.

B @ [CD 3, Track 57]

- · Explain the task. Model the first word.
- Play the audio program. Ss check () the sound they hear.
- Option: Ss first check (✓) the sound they think is represented by the letter o. Then play the audio program. Ss check if their guesses were right or wrong.
- · Check Ss' answers on the board.

Answers

/ou/ both cold home over /n/ come honey money mother

 Option: Ss work in pairs. They write a conversation with at least five words from part A or B. Then Ss practice the conversation.

Each week, select a "sound of the week" and focus specifically on that (or, in this case, the two sounds).

GRAMMAR FOCUS

Verb + infinitive 🔘

What are you going to do after graduation?

I'm (not) going to get a job right away.

I (don't) plan to get my own apartment.

I (don't) want to live with my parents.

I hope to get a new car.

I'd like to travel this summer.

I'd love to move to a new city.

A Complete these statements so that they are true for you. Use information from the grammar box. Then add two more statements of your own.

1.	1	travel abroad.
2.	1	live with my parents.
3.	1	get married.
4.	1	have a lot of children.
5.	1	make a lot of money!
6.	I	become very successful.
7.		
8.		

B PAIR WORK Compare your responses with a partner. How are you the same? How are you different?

C GROUP WORK What are your plans for the future? Take turns asking and answering these questions.

What are you going to do after this English course is over?
Do you plan to study here again next year?
What other languages would you like to learn?
What countries would you like to visit? Why?
Do you want to get a (new) job in a few years?
What kind of future do you hope to have?







PRONUNCIATION Vowel sounds /ou/ and /A/

Many words spelled with o are pronounced /ou/ or /n/. Listen to the difference and practice.

/ou/= don't smoke go loan own hope /n/ = month love some does young touch

B

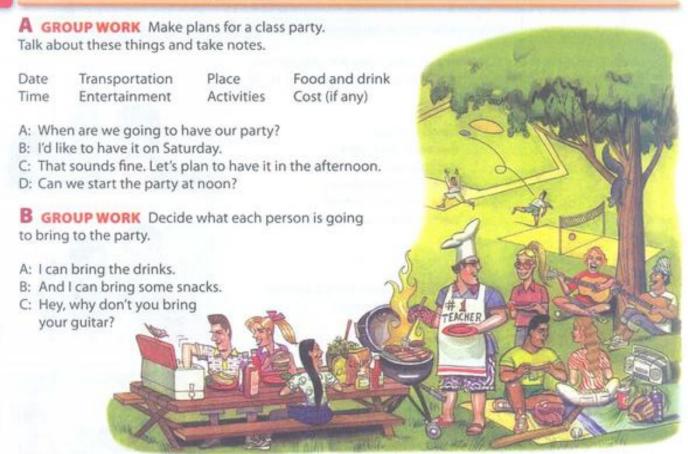
Listen to these words. Check (✓) the correct pronunciation.

	both	cold	come	home	honey	money	mother	over
/ou/								
/1/								

INTERCHANGE 16 My possible future

Imagine you could do anything, go anywhere, and meet anybody. Go to Interchange 16 on page 131.

10 SPEAKING A class party



WRITING Party plans

A GROUP WORK Work with your same group from Exercise 10.
As a group, write about your plans for the class party.

Baseball Fun in the Sun!

- Date and Time: We'd like to have our end-of-the-class party next Saturday, on June 18th, from 12:00 - 4:00 p.m.
- Place: We plan to meet at City Park near the baseball field.If it rains, meet on Sunday at the same time and place.
- Activities: We're going to play a class baseball game. The game can start after lunch. Other activities are . . .

B CLASS ACTIVITY Present your plans to the class. Each person in your group should present a different part. Then choose the best plan.

INTERCHANGE 16

See page T-131 for teaching notes.

10 SPEAKING

Learning Objective: talk about plans for a class party using verb + infinitive

A Group work

- Explain the task. Ss make plans for a class party. Go over the issues they need to think about (e.g., date, time, place, transportation). Model the conversation with three Ss.
- · Encourage Ss to use a variety of verb + infinitive forms.
- Ss work in small groups to discuss their plans. Set a time limit of about ten minutes. Tell groups to choose one person to take notes.

If you notice that you always monitor groups in the same order (e.g., you always start at the front of the class), change your routine. Try starting from another direction so that some Ss do not get ignored.

B Group work

- Explain the task. Ss decide what each person is going to bring to the party. Model the conversation with two Ss
- Ss discuss their plans in their groups. Then Ss can report their plans orally to the class.

WRITING

Learning Objective: learn how to write a plan using verb + infinitive.

A Group work

- Explain the task. Ask Ss to read the example plan silently. Ss write a similar plan, based on their discussion in Exercise 10.
- Ss form the same small groups as in Exercise 10.
 They write their plan for an end-of-the-class party.
 Go around the groups and give help as needed.

B Class activity

- Explain the task. Each S in the group chooses a different section (e.g., date and time, place) to present to the class.
- Groups take turns presenting their ideas to the class.
 While a group presents its plan, the other groups take notes so that they can vote afterward.
- Option: After Ss vote on the best plan, have the party!

READING

Learning Objectives: read and discuss an article about setting personal goals; develop skills in recognizing audience and reading for specific information

- · Go over the pre-reading question. Ask Ss to scan the list to find the areas for change or improvement. (Note: The list has bullet points and boldface words.)
- Ss read the list of areas individually. Then pairs discuss which aspects of their lives they would like to change or improve.

- Explain the task. Ss read the article silently. Remind Ss to try to guess the meanings of any words they don't know.
- Ask: "Who do you think the article was written for?" Go over the answer with the class.

Answers

people who are looking for direction

Elicit or explain any remaining new vocabulary.

Vocabulary

setting goals: choosing specific objectives for what you would like to do or change in your life

motivate: provide a stimulation for doing something achieve: accomplish; reach

fields: areas of activity or interest

community service: work done without payment to help others

realistic: likely to happen in the future; reasonable manageable: easy or possible to deal with; controllable adjust: change slightly

8

 Read aloud the questions in part B. Then ask Ss to look for the answers. (Encourage Ss to look for the information quickly, without reading the whole article again.) Give Ss a time limit.

 Ss compare answers in pairs or groups. Have the Ss who finish first write their responses on the board.

Answers

- Top athletes and successful business people in all fields set personal goals.
- 2. People set goals because they need more direction in life.
- You should divide your goals into steps because one big goal is more manageable to achieve in small tasks.
- 4. It is important to adjust your goals because your goals can change with time.

C Pair work

- Explain the task. Ss work in pairs to discuss one of their personal goals and the steps they will take to achieve them.
- . Option: Draw this diagram on the board. Label the circles (from outside to in): five-year goal, one-year goal, three-month goal, one-month goal. Label the center circle Major Goal. Ss copy the diagram and complete it. Then they discuss the goals in pairs.



End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

Goal Setting

Setting Personal Goals

Look at the list in the article. Which of these areas of your life would you like to change or improve?

A sk any top athlete or successful businessperson and they will tell you the importance of setting goals. Goal setting can motivate you and give your life direction. It seems easy, right? Just write down a list of things you want to achieve and then do them. Well, it's not that easy!

Effective goal setting happens on several levels. First, you create a big picture of what you want to do with your life. At this point, you decide what large-scale goals you want to achieve. Second, you divide these into smaller and smaller tasks. Third, you put the smaller tasks into a rough time line. Finally, once you have your plan, you start working to achieve it.

How do you know what your large-scale goals are? These questions can help you get started.

Career

What level do you want to reach in your career?

· Family

What kind of relationship do you want with the people in your family?

Community Service

How do you want to give back to your community?

· Financial

How much money do you want to earn? How much do you want to save?

· Creative

Do you want to achieve any artistic goals?

Physical

How will you stay in good physical shape throughout your life?

Education

What do you want to learn? How will you learn it?

Recreation

How do you want to enjoy yourself?

PROCESS

Write down your goals and think about them carefully. Are they realistic?

How important are they?

Rank them in order from most important to least important.

Then follow the process above to make your longterm plan. Remember, your goals can change with time.

Look at them regularly and adjust them if necessary. And be sure your goals are things you hope to achieve, not things others want.

A Read the article. Who do you think the a Check (✓) the correct answer.	article was written for?
People who	

- have very clear goals
- are looking for direction
- don't care about their future

- B Answer these questions.
- 1. What kinds of people set personal goals?
- 2. Why do people set personal goals?
- Why should you divide your goals into steps?
- 4. Why is it important to adjust your goals?

C PAIR WORK What is one of your personal goals? What steps will you take to achieve it?

Units 15–16 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Discuss future plans and arrangements (Ex. 1)			(11)
Make and respond to invitations (Ex. 2)			
Understand and pass on telephone messages (Ex. 3)			
Ask and answer questions about changes in my life (Ex. 4)			
Describe personal goals (Ex. 5)			
Discuss and decide how to accomplish goals (Ex. 5)	Ŏ		

DISCUSSION The weekend

A GROUP WORK Find out what your classmates are doing this weekend. Ask for two details about each person's plans.

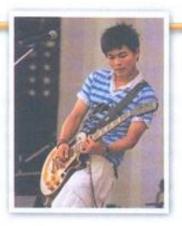
Name	Plans	Details
HTTC:::::::::::::::::::::::::::::::::::		

- A: What are you going to do this weekend?
- B: I'm seeing a rock concert on Saturday.
- C: Which band are you going to see?
- **B** GROUP WORK Whose weekend plans sound the best? Why?

ROLE PLAY Inviting a friend

- Student A: Invite Student B to one of the events from Exercise 1. Say where and when it is.
- Student B: Student A invites you out. Accept and ask for more information, or refuse and give an excuse.

Change roles and try the role play again.



Units 15-16 Progress check

SELF-ASSESSMENT

Learning Objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 15 and 16?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) a little.
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 - 1. Ask Ss to complete all the exercises.
 - Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 - Ask Ss to choose and complete exercises based on their Self-assessment.



DISCUSSION

Learning Objective: assess one's ability to discuss future plans and arrangements

A Group work

- Explain the task. Ss work in groups of four. Each S writes the names of the other three Ss in the first column. Ss then ask each other about their weekend plans. Encourage them to ask follow-up questions to find out details. Model the example with two Ss.
- Ss complete the task. Go around the class and check their use of the present continuous and be going to.

B Group work

 Explain the task. Ss discuss the questions in groups and share their results with the class.



ROLE PLAY

Learning Objectives: assess one's ability to make and respond to invitations

- Elicit different ways to make invitations, accept invitations, refuse invitations, and make excuses.
 Write them on the board.
- Explain the task. Ss work in pairs. Student A invites Student B to an event from Exercise 1. Student B accepts or refuses.
- · Model the role play with a S.
- Ss complete the role play in pairs. Then they change roles and practice again. Go around the class and give help as needed.

IISTENING

Learning Objective: assess one's ability to understand and pass on phone messages

[CD 3, Track 58]

- Set the scene and explain the task. Ss will hear two telephone calls. They listen and write the name of the person the message is for, the caller, and the message.
- Play the audio program once or twice. Ss listen and complete the messages.

AudioScript

Man [phone rings] Hello.

Lisa Hi. Could I speak to Paul, please?

Man I'm sorry. Paul isn't home right now. May I take a message?

Lisa Oh, um. Sure. This is Lisa. Would you tell him to meet me at the theater at 7:00? The play starts at 7:30. Man Meet Lisa at the theater at 7:00. The play is at 7:30. Got it.

Lisa Thanks. Bye. Man Bye-bye, 2.

Man [phone rings] Hello.

Ann Hi, Brian?

Man No, sorry. Brian isn't here right now. Can I take a message?

Ann Yes, thanks. Do you have a pencil?

Man Yeah. Go ahead.

Ann OK, This is Ann. Could you tell him that I'm still at the barbecue? Please ask him to pick me up here. Not at home.

Man You're still at the barbecue. He should pick you up there. Not at home.

Ann That's it, Thanks,

Man No problem.

· Go over answers with the class.

Possible answers

 Message for: Paul Caller: Lisa

Message: Play is at 7:30. Meet her at theater at 7:00.

Message for: Brian
 Caller: Ann

Message: Pick her up at barbecue, not at home.



SURVEY

Learning Objective: assess one's ability to ask and answer questions about changes in one's life

A Class activity

- Explain the task and go over the chart. Explain any new vocabulary. Then elicit how to make questions with the phrases in the chart (e.g., Did you get your hair cut last week?).
- Set a time limit of about ten minutes. Ss complete the task. Go around the class and note any grammar or vocabulary errors.

B Class activity

Ss compare their information as a class. Ask: "Who has changed the most?"

5

SPEAKING

Learning Objective: assess one's ability to describe personal goals; assess one's ability to discuss and decide on how to accomplish goals

- Ss check (✓) the goals they want to accomplish individually. Then they add two more goals.
- Explain the task. Each S chooses one goal. Then they plan how to achieve the goal in pairs.
- Model the example conversation with a S. Then Ss complete the task in pairs. Go around the class and check their use of verb + infinitive.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"
- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

T-113 Units 15-16 Progress check

	tions. Write down the r	nessages.
Message for: Caller: Message:	Call	sage for:sage:
SURVEY Changes A CLASS ACTIVITY Go around the	e class and find this inf	ormation.
Write a classmate's name only once! A	c citios cirio inira cirio inir	OTTHOUGHT.
Find someone who	Name	- E
 got his or her hair cut last week doesn't wear glasses anymore has changed schools recently goes out more often these days got married last year has started a new hobby is happier these days has gotten a part-time job recently 	Y	lastv
B CLASS ACTIVITY Compare your		
	ostr	this
Who in the class has changed the mo		this
Who in the class has changed the mo	als d two more. Then choo	

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Interchange activities

interchange 1

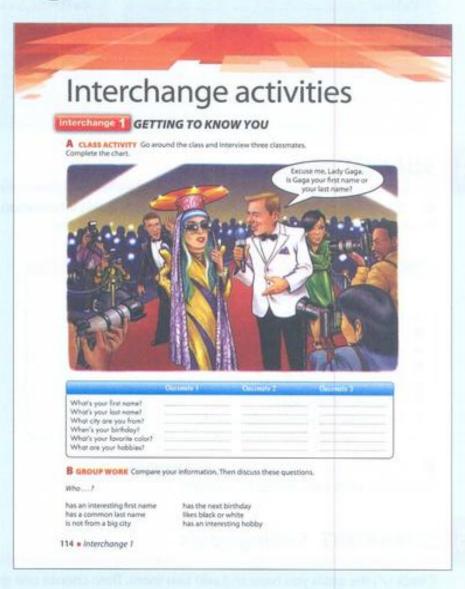
Learning Objective: find out more about classmates in interviews

A Class activity

- As a warm-up, stand next to different Ss. For each S, ask the class: "What is his/her name? Where is he/she from?"
- Ask Ss to look at the picture. If needed, explain that Lady Gaga is a popular singer and that Lady Gaga is not her real name.
- Go over the questions in the chart. Help Ss with vocabulary and pronunciation. If necessary, review hobbies and the months of the year.
- Explain the task. Model the questions with a S. Point out that Ss will interview three classmates.
- Ss complete the task. Go around the class and give help as needed. Write down any grammar or vocabulary errors and go over them after Ss complete the task.

B Group work

- Explain the task. Go over the questions and review the vocabulary if needed.
- Ss discuss the questions as a group.
- Option: Elicit interesting information that Ss found out about their classmates.





Learning Objective: find out more about classmates using a survey about schedules

A Class activity

- Focus Ss' attention on the pictures at the bottom of the page. Ask: "What does the woman do every day? What time does she do each thing?"
- Go over any new vocabulary in the chart. Teach or review how to write times.
- Explain the first part of the task. Ask Ss: "What time do you get up during the week?" Ss complete the first line in the Me column. Then they complete the rest of the column individually. Allow about three minutes. Go around the class and give help as needed.

- Explain the rest of the task. Ss go around the class and interview two classmates. They write each classmate's name at the top of the column and ask the questions in the chart. They write a time for each response.
- Model the task with a S.

TIP At beginning levels, sometimes instructions are difficult to understand. It is much more effective to model the task than to explain it.

Set a time limit of about 15
minutes. Then Ss complete the task.
Go around the class and give help
as needed. Write down any errors
you hear for Ss to correct later.

B Pair work

- Explain the task. Go over the useful expressions and model the example conversation with a S.
- Ss complete the task in pairs.
 Encourage them to explain why.
- Elicit answers from the class.

Learning Objectives: ask for and give prices; practice bargaining

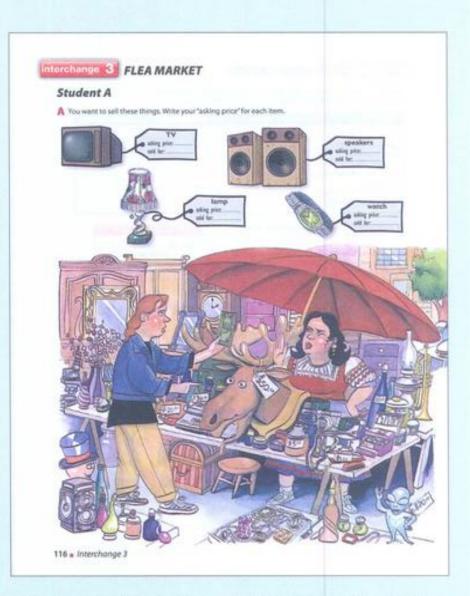
A

- Point out the title. Explain that a flea market is a place where people sell used things. Sellers have an "asking price," but people bargain.
- Ask: "Are there flea markets in your country? Do people bargain for better prices?" Encourage discussion.
- Focus Ss' attention on the pictures on both pages. Ask: "What do you see here? What are these people doing?"
- Divide the Ss into pairs and assign pages A and B. Explain the task.
- Focus Ss' attention on the TV. Ask: "What is a good price for a used TV?" Tell Ss with page A to choose an "asking price" and write it down. Then focus Ss' attention on the painting. Ask: "What is a good price for the painting?" Tell Ss with page B to choose an "asking price" and write it down.
- Ss work individually to make up prices for the remaining four items.

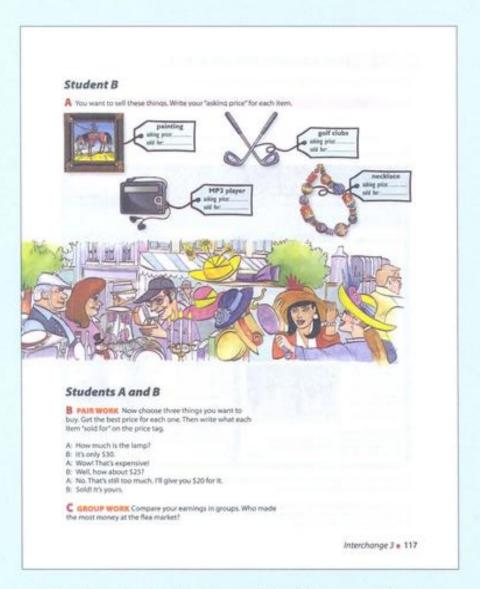
TIP If Ss have difficulty with a specific task, try a different grouping for the task. For example, have them work in small groups instead of pairs.

B Pair work

Explain the task. Ss work in pairs. Students A and B take turns as buyer and seller. The buyers choose three things they want to buy from their partner's page. Buyers decide on a good price for each thing.



- Model the example conversation with a few Ss, showing that A is the buyer and B is the seller. Remind the class to vary the conversation and to bargain.
- Give Ss a time limit of about ten minutes. Explain that partners need to take turns starting the conversation so that each S is both buyer and seller.
- Continue until both partners buy and sell at least three things. Tell the Ss to write down the prices they bought the things for.
- Go around the class and give help as needed.
- Option: Ask a pair of Ss to perform their role play for the class. Alternatively, Ss can change partners and try the activity again.



 Option: Ss make a list of six to eight things to sell at a flea market.
 They can also bring in two or three things and role-play a sale at a flea market.

C Group work

 Ss look at the "sold for" part of their page and add up the amount of money they made individually.

- Ss work in groups to take turns making and responding to invitations. Go around the room and encourage Ss to respond politely.
- Option: Elicit interesting refusals that Ss made.

Learning Objective: to make weekend plans with classmates

A

- Explain the task. Ss read the directions. Ss write two tasks they need to do this weekend and the times. Model an example for the class.
- Ss complete the task individually.

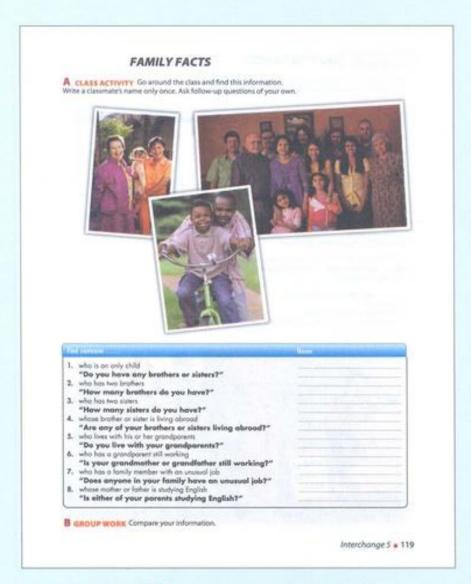
В

- Explain the task. Ss read the events page to learn what is happening in the city this weekend. Ss choose three things they would like to do. Model an example for the class.
- Ss read the events page and make their choices individually. Explain any vocabulary they need help with.

C Group work

- Explain the task. Model the example with a S. Review invitations and polite refusals if necessary.
- Ss work in groups to take turns making and responding to invitations. Go around the room and encourage Ss to respond politely.
- Option: Elicit interesting refusals that Ss made.





Learning Objective: gain fluency asking questions about classmates' families

A Class activity

- Focus Ss' attention on the pictures.
 Point out that they show three different families. Ask: "What can you tell me about each family?"
- Go over the chart and explain the task.

- Model the first question with several Ss. Ask the question until you find a S who is an only child. Write that S's name in the Name column.
- Elicit possible follow-up questions for the first question. Write them on the board.
- Point out that Ss can make up responses or say "Sorry, I'd rather not say" if they don't want to give true information.

- Set a time limit of 10 to 15 minutes.
 Ss complete the activity.
- Go around the room and encourage Ss to move around and talk to other classmates. Note any errors, such as question formation.

B Group work

- Ss compare their answers in small groups. Then elicit interesting things they learned about their classmates.
- Go over any errors you noticed in part A and ask Ss to correct them.

Interchange activities . T-119

Learning Objective: speak more fluently about leisure activities

A Class activity

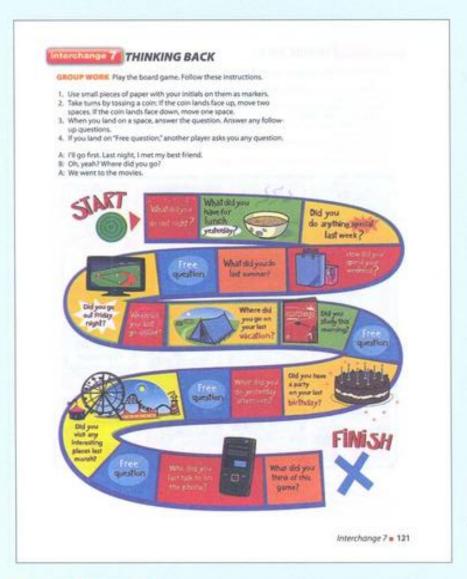
- Focus Ss' attention on the picture. Ask: "What is a talent show?" Elicit ideas. If needed, explain that it is a contest in which people sing, dance, or play an instrument.
- Explain the task. Ss ask each other who does these activities, how often they do them, and how well they do them. Point out that Ss must try to find one person who does each thing. Also, they cannot use the same name twice.
- Model the task with a S at the front of the class, using the example conversation.
- Set a time limit of 10 to 15 minutes. Ss go around the room and complete the activity.

B Group work

- Explain the task. Tell Ss to imagine the class is participating in a talent show. Ss choose three people from the class to enter in the contest.
 Ask: "What will each person do in the contest? Why?"
- Model the conversation with two Ss. Then Ss complete the task in small groups.
- Ask the groups to share and explain their choices with the class.



120 = Interchange 6



Learning Objective: speak more fluently about events in the past by playing a board game

Group work

- Focus Ss' attention on the board game and read the instructions.
 Show Ss how to write their initials on small pieces of paper and use them as markers.
- Option: Ss can use other small items as markers (e.g., pen caps or erasers).
- Show Ss how to toss a coin. Point out which side is face up and which side is face down.
- Have different Ss read the questions in each space. Explain that a "free question" can be any question another player wants to ask you. Remind Ss they can make up an answer if they don't want to answer truthfully.
- Then ask two Ss to model the example conversation. Point out that Ss should ask follow-up questions.
- Show how to play the game with a group of three Ss.
- In low-level classes, it is more effective to model a game or activity than to explain it.
- Ss play the game in small groups.
 Go around the class and encourage
 Ss to ask follow-up questions.
- Option: Ask Ss to share any interesting information they learned about their classmates.

Interchange activities = T-121

Learning Objective: discuss neighborhood places and use there is/ there are + quantifiers by playing a guessing game

Class activity

- Explain Ss will play a guessing game. Read the locations. Elicit or explain any location meanings.
- · Read the instructions. Put Ss into two teams, A and B. Explain that one S from each team will go to the front of the class.
- Those two Ss choose a location from the list and give four clues to their own team. Point out Ss will use there is/there are and use quantifiers. Model an example: "There are a lot of people waiting at this place. There are a lot of suitcases. There are a lot of planes. There aren't any bicycles. Where am I?"
- # The first S to guess the location correctly goes to the front of the class, too. That S chooses a different location to give clues.
- . The first team with all of its members at the front wins.
- Have two Ss model the example conversation at the bottom of the page.
- . Show how to play the game with a group of three Ss.

TIP In low-level classes, it is more effective to model a game or activity than to explain it.

Put the class into two teams to play. Listen to make sure that Ss give four clues and use there is/there are + quantifiers. Give help as needed.

interchange 8 WHERE AM I?

CLASS ACTIVITY Play a guessing game, follow these instructions.

- 1. Get into two feams. A and B. One student from each team goes to the front of the class.

 These two students choose a location and give four clues, using
- There is/one plus a quantifier.

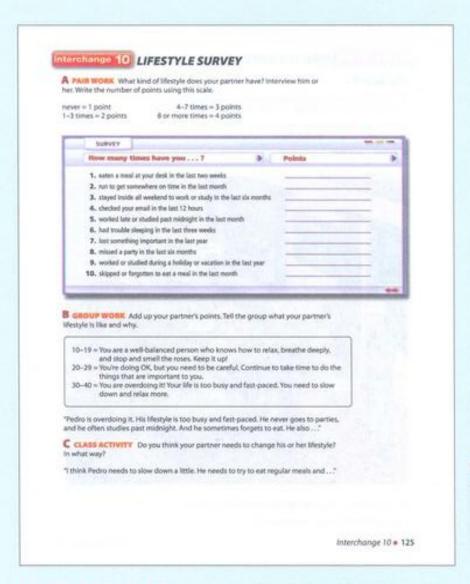
 3. The first student to guess the location correctly joins his or her teammate at the front.
- The new student chooses a different location and gives clues. His or her team answers.

 5. The first team with all of its members in the front wins.



- flew computers. There are many emails, Where am II
- B: In an internet café! A: Correct! Now you come to the front.

122 * Interchange 8



Learning Objective: Ss complete a survey about his or her lifestyle

A Pair Work

- Focus S's attention on the survey. Then write easygoing and relaxed and busy and fast-paced on the board. Explain that these are different lifestyles. Elicit different activities and write them on the board under each lifestyle.
- Explain the task. Then Ss read the questions silently. Elicit or explain any new vocabulary.
- Model the activity by asking a S
 the first interview question. Explain
 that the S should answer with the
 number of times he or she has done
 the thing asked about.
- Show how to use the chart at the top to calculate the number of times into points. based on Ss responses Show where to write the number of points.

- Ss complete the survey in pairs.
 Go around the class and give help as needed.
- Option: To make Ss listen more carefully, tell them to ask the questions in a different order.

B Group work

- Explain the task and demonstrate how to add up the points. Then ask a few S to read the results chart and the example reading. Point out that Ss will use the results chart to create their own explanation about their partner's lifestyle.
- Ss use their surveys to make notes about their partner's lifestyle.
- In groups, Ss take turns talking about their partner's lifestyle.

Class activity

- Explain the task and read the example.
- Ask the class: "Who has an easygoing and relaxed lifestyle? Why? Who has a busy and fastpaced lifestyle? Why?" Elicit Ss' answers.

interchange 9A/B

Learning Objective: speak more fluently about differences in people's appearances

A Pair Work

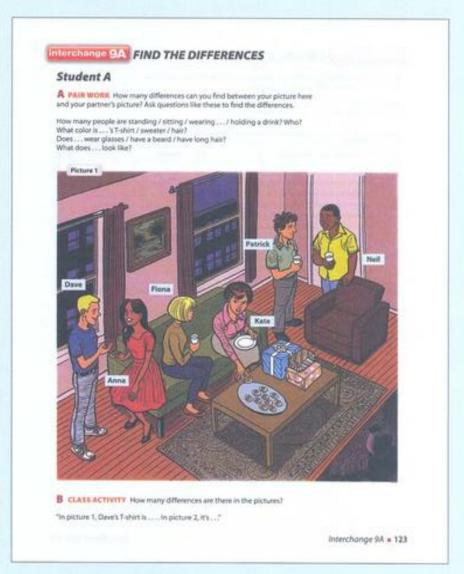
- Ss work in pairs. One S looks at Interchange 9A and the other S looks at Interchange 9B.
- Explain the task. Both Ss have pictures of a party, but there are some differences in the pictures. Ss ask each other questions to find the differences without looking at their partners' picture.
- Ask different Ss to read the questions at the top of the page.
 Point out that Ss can use these questions to find the differences.
- Model the task with one pair. Ask: "What is Dave wearing in Picture 1? in Picture 2?" Elicit answers. (Answers: Student A: In Picture 1, Dave's wearing a blue shirt. Student B: In Picture 2, he's wearing a white shirt.)

TIP With information gap activities, tell 5s to sit across from their partners and put a textbook between them. That way, they can hear each other but not see each other's pictures.

 Ss complete the task in pairs. Go around the class and give help as needed.

B Class activity

Tell pairs to look over their answers (i.e., the differences between the two pictures) and to choose one to write on the board. Encourage them to come to the board quickly by making it a rule that no answer can be written twice.



To check the answers written on the board, ask the pair who wrote an answer to read it aloud for the class. Then find out if other Ss agree. If they do agree, go on to the next answer until all of them have been checked. If Ss don't agree, ask the class to look at both pictures again to check it.

Interchange 9B FIND THE DIFFERENCES

Student B

A PAIR WORK How many differences can you find between your picture here and your partner's picture? Ask questions like these to find the differences.

How many people are standing / sitting / wearing . . . / holding a drink? Who? What color is . . . 's 7-shirt / sweater / hair? Does . . . wear glisses / have a beard / have long hair? What does . . . look like?



B CLASS ACTIVITY How many differences are there in the pictures?

"In picture 1, Dave's T-shirt is In picture 2, it's ...?

124 = Interchange 98

Possible Answers

- In Picture 1, Dave is wearing a blue shirt. In Picture 2, he's wearing a white shirt.
- In Picture 1, Anna's hair is long. In Picture 2, it's short.
- In Picture 1, Anna is sitting. In Picture 2, she's standing.
- In Picture 1, Fiona's sweater is green. In Picture 2, it's purple.
- In Picture 1, Kate has curly red hair. In Picture 2, she has straight brown hair.

- In Picture 1, Neil is standing. In Picture 2, he's sitting.
- In Picture 1, there are three gifts on the table. In Picture 2, there are two gifts on the table.

Learning Objective: speak more fluently about cities by discussing a guide found on a city's website

A

- Ask: "Where are some different places to find out information about a city?" Elicit Ss' answers.
- TIP To get Ss' attention, give them instructions from different places. Sometimes give them from the back of the classroom; other times give them from the middle of the classroom.
- Explain the task. Ss make a city guide for a website. Have them choose a city they know well or a city they want to learn about.
- Go over the questions and chart.
 Point out that this guide is from a city's website. Elicit or explain any new vocabulary.

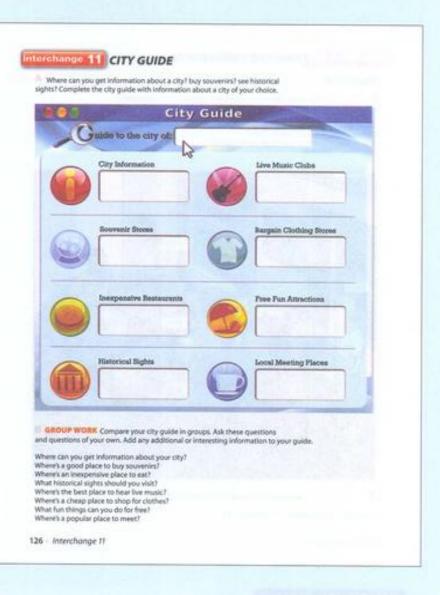
Vocabulary

souvenirs: things you buy to help you remember a place you visit inexpensive: cheap historical sights: important places in a city's or country's past bargain clothing stores: stores that have cheap clothes free: costing no money

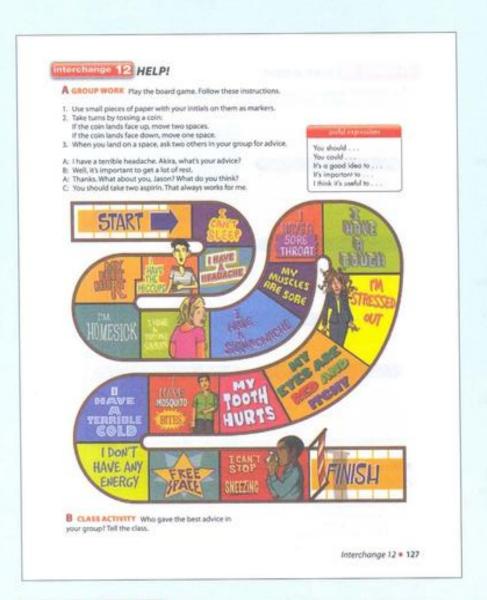
 Ss complete the guide individually in class or for homework.

B Group work

- Explain the task. Ask different Ss to read the questions aloud. Then elicit additional questions and ask a S to write them on the board.
- Ss compare their city guides in small groups. (If possible, Ss should work with classmates who wrote about different cities.)
- Go around the class and encourage Ss to ask follow-up questions.



T-126 Interchange activities



Learning Objective: speak more fluently about health problems and medical advice by playing a board game

A Group work

- Focus Ss' attention on the board game and read the instructions. Show Ss how to write their initials on small pieces of paper and use them as markers.
- Option: Ss can use other small items as markers (e.g., pen caps or erasers).
- Show Ss how to toss a coin. Point out which side is face up and which side is face down.
- Have different Ss read the problems in each space. Elicit or explain any vocabulary. Then ask three Ss to model the example conversation.
- Show how to play the game with a group of three Ss.

- TIP In low-level classes, it is more effective to model a game or activity than to explain it.
- Ss play the game in small groups.
 Go around the class and encourage
 Ss to use the expressions in the useful expressions box.

B Class activity

 Read the question. Elicit information from each group.
 Encourage them to give examples.

Learning Objective: discuss and create a menu for a new restaurant

A Group work

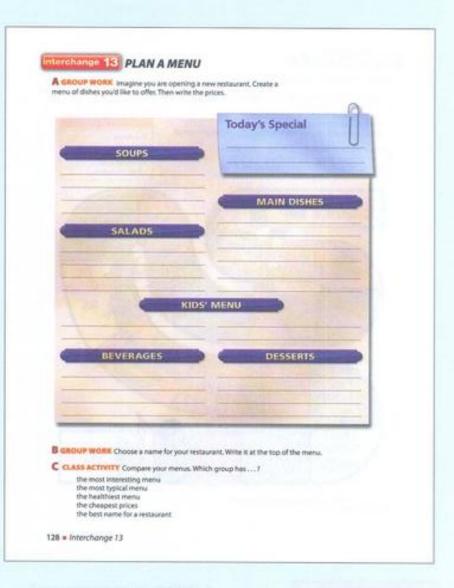
- Write these words on the board:
 soups salads main dishes
 desserts beverages
- In small groups, Ss discuss their favorite dishes in each category.
 Then elicit their answers and write them on the board.
- Set the scene and explain the task. Explain that a kid's menu has dishes children like. They are usually cheaper and smaller than dishes on the regular menu. Elicit possible dishes for this menu.
- Ss complete the task in small groups. Go around the class and give help with vocabulary, spelling, or prices.

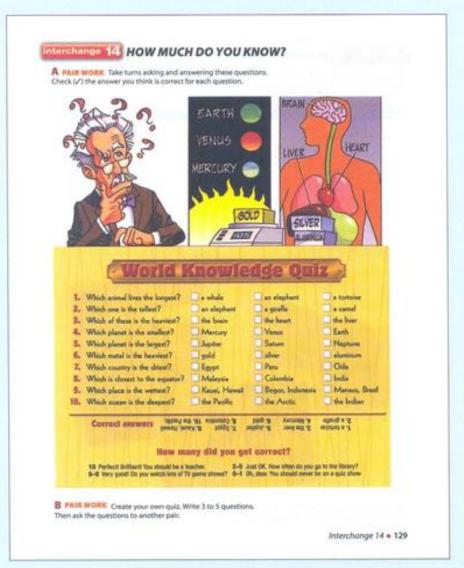
B Group work

In the same groups, Ss choose a name for their restaurant and write it at the top of the menu. To help Ss think of ideas, ask these questions: "Where is the restaurant? What's special about it?"

C Class activity

- Collect each group's menu.
 Then put them around the class so each group can see the other groups' menus.
- Read the instructions and explain the task. Ss go around the class and compare the menus. Then they write a name of the restaurant next to each phrase.
- Elicit answers from the class.
 Encourage Ss to explain their reasons.





Learning Objective: speak more fluently about general knowledge facts by asking and answering quiz questions

A Pair Work

Write these subjects on the board:

biology geography science history

chemistry foreign languages

- As a warm-up, ask: "Do you watch quiz shows on TV? How well would you do with these subjects?" Encourage discussion.
- Explain the task. Model the first question with its three choices.
- Call on Ss to read the questions and the three choices. (It's best not to explain new words at this time as this might give away the answer.)
- Model this possible conversation with a S:

- T: Which animal lives the longest, a whale, an elephant, or a tortoise?
- S: I think a whale lives the longest.
- T: Hmm. I think a tortoise lives the longest.
- S: I don't agree. I think a whale lives the longest.
- T: OK, I guess we disagree here. So I'll check the tortoise and you check the whale. We'll find out later who got the correct answer for this one.
- S: Now it's my turn. Let's go on to question 2. Which one . . . ?
- Ss work in pairs. Ss take turns asking and answering the questions.
 Tell Ss to cover the answers.
- Allow five to ten minutes for the activity. When time is up, pairs check their answers in the Correct answers box, total their scores, and read the description of the scores.

B Pair work

- Explain the task. Ss work in pairs to write their own quiz. Ask them to include an answer key and score chart.
- Each pair joins another pair. Ss take turns asking and answering the other pair's questions.

Interchange activities = T-129

Learning Objective: speak more fluently about plans for the weekend

A Class activity

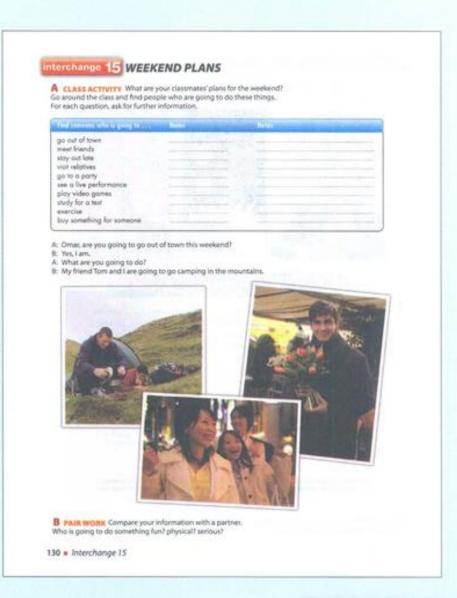
- As a warm-up, ask: "What are you doing this weekend?"
- Option: Let the class ask you about your weekend plans.
- Ask Ss to look at the items in the chart. Elicit or explain any new vocabulary. Call on Ss to form the questions from the phrases (e.g., Are you going to go out of town this weekend?).
- Model by asking different Ss: "Are you going to meet friends this weekend?" When a S says "no," go on to the next person until you find someone who says "yes." Write that person's name in the chart, and ask at least two follow-up questions. Write the details in the Notes column.
- Ask two Ss to model the conversation.
- Model how to react to hearing about someone's plans (e.g., Really? That sounds great! Wow! That sounds like fun!). Ss practice the expressions.
- Ss move around the class to do the activity.

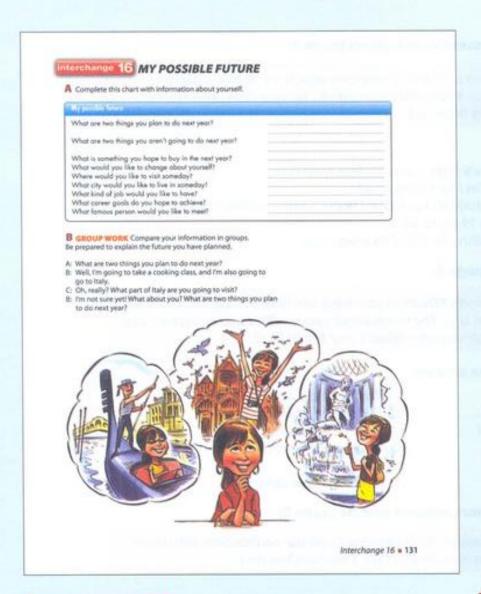
a fluency exercise. For this type of activity communication of real information is more important than grammatical or lexical accuracy.

 After the activity, go over any common errors.

B Pair work

 Ss work in pairs to discuss the questions.





Learning Objective: speak more fluently about possibilities for the future

A

- Focus Ss' attention on the picture.
 Elicit what kind of dreams and plans the woman has.
- Explain the task. Ss answer each question in the chart with information about themselves.
- Option: Have Ss ask you the questions in the chart. Reply with your own information. If there are any problems with pronunciation or intonation of questions, review briefly.
- Ss complete the chart individually.
 Go around the class and give help as needed.

B Group work

- Explain the task. Model the example conversation with Ss.
- Ss form groups and take turns explaining their possible future plans.
- Option: Ask each group to choose the most interesting or unusual future plans that someone talked about. Then that S tells the rest of the class about his or her plans.

Grammar plus

Unit 1

1 Statements with be; possessive adjectives (page 3)

Don't confuse contractions of be with possessive adjectives: You're a student. Your class is English 1. (NOT: You're class is English 1.) He's my classmate. His name is Roberto. (NOT: He's name is Roberto.)

Circle the correct words.

- This(is) are Delia Rios. She's / Her a new student from Peru.
- My name am / is Sergio. I'm / He's from Brazil.
- My brother and I is / are students here. Our / We're names are Dave and Jeff.
- He's / His Yoshi. He's / His 19 years old.
- They're / Their in my English class. It's / Its a big class.

2 Wh-questions with be (page 4)

Use What to ask about things: What's in your bag? Use Where to ask about places: Where's your friend from? Use Who to ask about people; Who's your teacher? Use What...like? to ask for a description: What's your friend like?

Match the questions with the answers.

- 1. Who's that?f
- Where's your teacher?
 What are your friends like?
 Where's she from?
 His name is Carlos.
- 5. Who are they?
- 6. What's his name?
- a. They're really nice.
- e. He's in class.
- f. That's our new classmate.

3 Yes/No questions and short answers with be (page 5)

Use short answers to answer yes/no questions. Don't use contractions with short answers with Yes: Are you from Mexico? Yes, I am. (Not: Yes, I'm.)

Complete the conversations.

- A: Are they in your class?
- 2. A: Hi! in this class?
- 3. A: _____ from the United States?
- 4. A: Hi, Sonia. free?
- A: That's the new student. _____ from Puerto Rico?
- 6. A: _____ from Thailand?
 - B: Yes, She's from Bangkok.

T-132 Unit 1 Grammar plus

1 Simple present Wh-questions and statements (page 10)

Statements

- Verbs with he/she/it end in -s: He/She walks to school. BUT I/You/We/They walk to school.
- Have, go, and do are irregular with he/she/it: She has a class at 1:00. He goes to school at night. She does her homework before school.

Wh-questions

- Use does in questions with he/she/it and do with all the others: Where does he/she/it live? Where do I/you/we/they live?
- Don't add -s to the verb: Where does she live? (Nor: Where does she lives?)

Complete the conversations with the correct form of the verbs in parentheses.

1.	A:	1 have	(have) good news! Dani	***************************************	(have) a new job.
			she		
	A:	She	(love) it. The hours	are great.	
	B:	What time	she	(start)?	
	A:	She	(start) at nine and .		(finish) at five.
2.	A:	What	you	(do)?	
	B:	I'm a teacher.	***************************************		
	A:	What	you	(teach)?	
	B:	1	(teach) Spanish and Er	nglish.	
	A:	Really? My siste	r(teach	English, too.	

2 Time expressions (page 12)

- Use in with the morning/afternoon/evening. Us at with night: He goes to school in the afternoon and works at night. BUT: on Friday night.
- Use at with clock times: She gets up at 7:00.
- Use on with days: He gets up early on weekdays. She has class on Mondays.

Complete the conversation with time expressions from the box. You can use some words more than once.

·	t early in on until
A:	How's your new job?
B;	I love it, but the hours are difficult. I start work
	That's interesting! I work the same hours, but I work night. I start 7:30 the evening and finish 3:30 the morning.
B:	Wow! What time do you get up?
	Well, I get home 4:30 and go to bed 5:30. And I sleep 2:00. But I only work weekends, so it's OK. What about you?
	Oh, I work Monday, Wednesday, and Friday. And I get up – around 6:00 a.m.

1 Demonstratives; one, ones (page 17)

- With singular nouns, use this for a thing that is nearby and that for a thing that is not nearby: How much is this cap here? How much is that cap over there?
- With plural nouns, use these for things that are nearby and those for things that are not nearby: How much are these earrings here? How much are those earrings over there?
- Use one to replace a singular noun: I like the red hat. → I like the red one. Use ones to replace plural nouns: I like the green bags. → I like the green ones.

Circle the correct words.

- 1. A: Excuse me. How much are this / these shoes?
 - B: It's / They're \$279.
 - A: And how much is this / that bag over there?
 - B: It's / They're only \$129.
 - A: And are the two gray one / ones \$129, too?
 - B: No. That / Those are only \$119.
 - A: Oh! This / That store is really expensive.
- 2. A: Can I help you?
 - B: Yes, please. I really like these / those jeans over there. How much is it / are they?
 - A: Which one / ones? Do you mean this / these?
 - B: No, the black one / ones.
 - A: Let me look. Oh, it's / they're \$35.99.
 - B: That's not bad. And how much is this / that sweater here?
 - A: It's / They're only \$9.99.

2 Preferences; comparisons with adjectives (page 20)

- With adjectives of one or two syllables, add -er to form the comparative: cheap → cheaper; nice → nicer; pretty → prettier; big → bigger.
- With adjectives of three or more syllables, use more + adjective to form the comparative: expensive → more expensive.

A Write the comparatives of these adjectives.

1.	attractive	more attractive	5.	interesting	
2.	boring		6.	reasonable	
3.	exciting		7.	sad	
4.	friendly	Attended to the contract of th	8.	warm	

- B Answer the questions. Use the words in parentheses in your answer. Then write another sentence with the second word.
- Which pants do you prefer, the cotton ones or the wool ones? (wool / attractive)
 I prefer the wool ones. They're more attractive than the cotton ones.
- Which ring do you like better, the gold one or the silver one? (silver / interesting)
- 3. Which one do you prefer, the silk jacket or the wool jacket? (silk / pretty)
- 4. Which ones do you like more, the black shoes or the purple ones? (purple / exciting)

1 Simple present questions; short answers (page 23)

- Use do + base form for yes/no questions and short answers with I/you/we/they: Do I/you/we/they like rock? Yes, I/you/we/they do. No, I/you/we/they don't.
- Use does in yes/no questions and short answers with he/she/it: Does he/she like rock? Yes, he/she does. No, he/she doesn't.
- Use don't and doesn't + base form for negative statements: I don't like horror movies. He doesn't like action movies.
- Remember: Don't add –s to the base form: Does she like rock? (NOT: Does she likes rock?)
- Subject pronouns (I, you, he, she, it, we, they) usually come before a verb. Object pronouns (me, you, him, her, it, us, them) usually come after a verb: He likes her, but she doesn't like him.

A Complete the questions and short answers.

1.	A:	Do you play	(play) a musical instrument?
2.	A:		(like) Taylor Swift?
	B:	No,	. Joe doesn't like country music.
3.	A:		(like) talk shows?
	B:	Yes,	
4.	A:		(watch) the news on TV?
	B:	Yes,	
5.	A:		(like) hip-hop?
	B:	No,	
6.	A:		(listen to) jazz?
	B:	No,	. But my parents listen to a lot of classical music.

B Complete the sentences with object pronouns.

- 2. We love your voice. Please sing for
- 3. These sunglasses are great. Do you like?
- 4. Who is that man? Do you know?
- Beth looks great in green. It's a really good color for

2 Would; verb + to + verb (page 26)

Don't use a contraction in affirmative short answers with would: Would you like to go to the game? Yes, I would. (NOT: Yes, I'd.)

Unscramble the questions and answers to complete the conversation.

A:	tonight	to see	would	d you like	with me	a movie	2
B:	I would.	yes,	what	to see	would you	like	2
A:	the new h	lalle Berry	movie	to see	I'd like		
R-	OK That's	a great id	leal				

1 Present continuous (page 32)

- Use the present continuous to talk about actions that are happening now: What are you doing (these days)? I'm studying English.
- The present continuous is present of be + -ing. For verbs ending in e, drop the e and add -ing: have → having, live → living.
- For verbs ending in vowel + consonant, double the consonant and add -ing: sit → sitting.

Write questions with the words in parentheses and the present continuous. Then complete the responses with short answers or the verbs in the box.

live	stu	dy	take	✓ teach	work			
B:	She's t	eachin	ø Er	these days) . ^V nglish. ad)				e days?
B:	Yes,		S	he ır summer)	in Sc	uth Kore	a	
B:	1		part-t	ime. I	ti	vo classe	s also.	
В:	My friend a lot.	nd and	I	photo	ography ar	d Japan	ese. We lik	e our classes
Qu	antifie	rs (pag	je 34)					
fa ag	milies ar ge of 18.	re smal		all before plura one before a ve				
fa ag No	milies ar ge of 18. early all the sen	means tences	l. Use no o "almost al about the	ne before a ve	rb: No one	gets ma	rried befo	re the
fa ag No	milies and ge of 18. early all the sent uantifier	means tences rs in th	"almost al about the box. Use	ne before a ve	rb: No one of Monroe. ier only or	Rewrite	rried befo	re the
Read he quality a loi	milies arge of 18. early all the sent uantifier of Monroe	means tences rs in the	"almost al about the e box. Use few the peopl	l." e small town ce each quantif	of Monroe.	Rewrite nce.	rried befo	re the
Read he que	milies arge of 18. early all the sent uantifier of Monroe Monroe	means tences rs in the all , 0% of	"almost al about the e box. Use few the people drives be	I." e small town of e each quantif	of Monroe. ier only or in no of	Rewrite nce.	rried befo	re the
lead he que	milies and ge of 18. early all the sent uantifier of Monroe Monroe mety-eig	means tences rs in the all , 0% of , no one ht perc	"almost al about the e box. Use few the people drives be	I." e small town of each quantiful nearly all e drive before a great the age of the ag	of Monroe. ier only or the age of f 16. gh school.	Rewrite nce.	the sente	re the
Read he que a lol	the sent uantifier of Monroe Monroe nety-eig	means tences rs in the all , 0% of , no one ht perc	"almost al about the e box. Use few the people drives be ent of stu-	I." e small town of e each quantiful nearly all e drive before age of dents finish his	of Monroe. ier only or ier age of of 16. gh school.	Rewritence. 16.	the sente	re the

1 Adverbs of frequency (page 37)

- Adverbs of frequency (always, almost always, usually, often, sometimes, hardly ever, almost never, never) usually come before the main verb: She never plays tennis. I almost always eat breakfast. BUT Adverbs of frequency usually come after the verb be: I'm always late.
- Usually and sometimes can begin a sentence: Usually I walk to work. Sometimes I exercise in the morning.
- Some frequency expressions usually come at the end of a sentence: every day, once a week, twice a month, three times a year: Do you exercise every day? I exercise three times a week.

Put the words in order to make questions. Then complete the answers with the words in parentheses.

1.	you Q: Wha A: I	what It do you	weeke usually d	o on we			do	on	(often / play sports)
2.		you	go jogg	ing	do		friend	***************************************	(orten) play sports)
	A: No,								(always / alone)
3.	you Q:	play	do	ten	nis	how oft	ten		(Six opening artiful to a 1 A
	A: 1								(four times a week)
4.	do Q:	you	what	ir	the eve	ning	usually	do	
	A: My f	amily and	d I						(almost always / watch TV
5.	go Q:	how of	ten	you	do		he gym		
	A: 1								(never)

2 Questions with how; short answers (page 40)

Don't confuse good and well. Use the adjective good with be and the adverb well with other verbs: How good are you at soccer? But How well do you play soccer?

Complete the questions with *How* and a word from the box. Then match the questions and the answers.

good	long	often	well	
3	do yo			 a. Not very well, but I love it. b. About six hours a week. c. Not very often. I prefer aerobics. d. Pretty good, but I hate it.

1 Simple past (page 45)

- ► Use did with the base form not the past form of the main verb in questions: How did you spend the weekend? (NoT: How did you spent . . .?)
- Use didn't with the base form in negative statements: We didn't go shopping. (NOT: ... we didn't went shopping.)

April 1			And the second of the last seal of	4.4
Compl	OTO TE	30 COI	TURKS	tion
5-32111321	eve u	ie coi	146130	CIC/II.

	Did you have (have) a good weekend?
B:	Yes, I
	on Saturday. We (spend) all day at the mall.
	you (buy) anything special?
B:	I
	Lucky you! What clothes you (buy)?
B:	Well, I (need) some new boots. I (find) some great ones at Luff's
	Department Store.
A:	What about you? What you (do) on Saturday?
B:	I

2 Past of be (page 47)

► Present		Past	
am/is	>	was	
are	>	were	

Rewrite the sentences. Find another way to write each sentence using was, wasn't, were, or weren't and the words in parentheses.

- Tony didn't come to class yesterday. (in class)
 Tony wasn't in class yesterday.
- 2. He worked all day. (at work)
- 3. Tony and his co-workers worked on Saturday, too. (at work)
- 4. They didn't go to work on Sunday. (at work)
- 5. Did Tony stay home on Sunday? (at home)
- 6. Where did Tony go on Sunday? (on Sunday)
- 7. He and his brother went to a baseball game. (at a baseball game)
- 8. They stayed at the park until 7:00. (at the park)

1 There is, there are; one, any, some (page 51)

- Don't use a contraction in a short answer with Yes: Is there a hotel near here? Yes, there is. (Nor: Yes, there's.)
- Use some in affirmative statements and any in negative statements: There are some grocery stores in my neighborhood, but there aren't any restaurants. Use any in most questions: Are there any nice stores around here?

Complete the conversations. Circle the correct words.

- 1. A: Is / Are there any supermarkets in this neighborhood?
 - B: No, there isn't / aren't, but there are one / some on Main Street.
 - A: And is / are there a post office near here?
 - B: Yes, there's / there is, It's across from the bank.
- 2. A: Is / Are there a gas station around here?
 - B: Yes, there's / there are one behind the shopping center.
 - A: Great! And are there a / any coffee shops nearby?
 - B: Yes, there's a good one / some in the shopping center.

2 Quantifiers; how many and how much (page 54)

- Use a lot with both count and noncount nouns: Are there many traffic lights on First Avenue? Yes, there are a lot. Is there much traffic? Yes, there's a lot.
- Use any not none in negative statements: How much traffic is there on your street? There isn't any. = There's none. (Not: There isn't none.)
- Use How many with count nouns: How many books do you have?
- Use How much with noncount nouns: How much traffic is there?

A Complete the conversations. Circle the correct words.

- 1. A: Is there many / much traffic in your city?
 - B: Well, there's a few / a little.
- 2. A: Are there many / much public telephones around here?
 - B: No, there aren't many / none.
- 3. A: How many / How much restaurants are there in your neighborhood?
 - B: There is / are a lot.
- 4. A: How many / How much noise is / are there in your city?
 - B: There's much / none. It's very quiet.

B Write questions with the words in parentheses. Use much or many.

B: There aren't any. A lot of people have their own washing machines.

1.	A:	is there much pollution in your neighborhood?	(pollution)
	B:	No, there isn't. My neighborhood is very clean.	T
2.	A:		(parks)
	B:	Yes, there are. They're great for families.	
3.	A:		(crime)
	B:	There's none. It's a very safe part of the city.	
4.	A:		(laundromats)

1 Describing people (page 59)

- Use have or is to describe eye and hair color: I have brown hair. = My hair is brown. He has blue eyes. = His eyes are blue.
- Don't confuse How and What in questions: How tall are you? (NOT: What tall are you?) What color is your hair? (NOT: How color is your hair?)

Unscramble the questions. Then write answers using the phrases in the box.

	blond tall a		ooking	brown ey 5 feet 11		:ontact lenses 26 – two years older t	han me
		does yo	ur brother	look like?		r does	
3:	He's t	all and g	ood-looking	ā			
١:		is	how h	ne			
3:							
A:	he	does	glasses				
3;	101101111111						
٨:	what	hair			is		
8:							
4:		does	blue	have			
3:							
4:			how				
3:							
2	Modif	iers wit	h particip	les and pr	reposition	ns (page 62)	
			65.13	modifiers	with partie	ciples: Sylvia is the w	oman standing
A							
	near	the wind	low. (Not: 5y	vivia is the	woman is	standing near the wi	indow.)
	near write	the wind	low. (NOT: 5y ersations. (vivia is the	woman is ords in par	standing near the wi	or ones.
	near write t A: Wi	the wind the conv no's Carla	low. (Nor: 5y ersations. U 1?	Vivia is the Use the wo	woman is ords in par A:	standing near the wi rentheses and one o Which one is Carla?	or ones. (which)
Re	near write t A: Wi B: Sh	the wind the conv no's Carla e's the w	low. (NOT: 5y ersations. (Use the wo	ords in par A: S. B:	standing near the wi	or ones. (which) (wearing
	near write t A: Wi B: Sh A: Wi	the wind the conv no's Carla e's the w no are yo	ersations. University of the learning of the l	Use the wo e red dress ors?	ords in par A: . ^V s. B: A:	standing near the wi rentheses and one o Which one is Carla?	or ones. (which) (wearing) (which)
Re 1.	near write t A: Wi B: Sh A: Wi B: Th	the wind the conv no's Carla e's the w no are yo	ersations. Units of the community of the	Use the wo e red dress ors?	ords in par A: .V s. B: A: y. B:	rentheses and one o	or ones. (which) (wearing (walking)

1 Present perfect; already, yet (page 65)

- Use the present perfect for actions that happened some time in the past.
- Use yet in questions and negative statements: Have you checked your email yet? No, I haven't turned on my computer yet. Use already in affirmative statements: I've already checked my email.
- A Complete the conversations with the present perfect of the verbs in parentheses and short answers.
- A: Has Leslie called (call) you lately?
 B: No, she (not call) me, but I (get) some emails from her.

 A: you and Jan (have) lunch yet?
 B: No, we . We're thinking of going to Tony's. you (try) it yet? Come with us.
- I'm very hungry. I haven't eaten, (yet)
- 2. I don't need any groceries. I've gone shopping. (already)
- 3. What have you done? Have you been to the zoo? (yet)
- 4. I called my parents before dinner. I've talked to them. (already)

2 Present perfect vs. simple past (page 66)

Don't mention a specific time with the present perfect: I've been to a jazz club. Use the simple past to say when a past action happened: I went to a jazz club last night.

Complete the conversation using the present perfect or the simple past of the verbs in parentheses and short answers.

- A: Did you See (see) the game last night? I really (enjoy) it.
 B: Yes, I (be) an amazing game. you ever (go) to a game?
 A: No, I I never (be) to the stadium. But I'd love to go!
 Maybe we can go to a game next year.
 A: you ever (be) to Franco's Restaurant?
 B: Yes, I My friend and I (eat) there last weekend. How about you?
 A: No, I But I (hear) it's very good.
 - B: Oh, yes it's excellent!

3 For and since (page 67)

- Use for + a period of time to describe how long a present condition has been true: We've been in New York for two months. (= We arrived two months ago.)
- Use since + a point in time to describe when a present condition started: We've been here since August. (= We've been here from August to now.)

Circle the correct word.

- 1. I bought my car almost 10 years ago. I've had it for / since almost 10 years.
- 2. The Carters moved to Seattle six months ago. They've lived there for / since six months.
- I've wanted to see that movie for / since a long time. It's been in theaters for / since March.

1 Adverbs before adjectives (page 73)

Use a/an with (adverb) + adjective + singular noun: It's a very modern city. It's an expensive city. Don't use a/an with (adverb) + adjective: It's really interesting. (NOT: It's a really interesting.)

Read the sentences. Add a or an where it's necessary to complete the sentences.

an

- Brasília is extremely modern city.
- 2. Seoul is very interesting place.
- 3. Santiago is pretty exciting city to visit.
- 4. Montreal is beautiful city, and it's fairly old.
- 5. London has really busy airport.

2 Conjunctions (page 74)

- Use and for additional information: The food is delicious, and it's not expensive.
- Use but, though, and however for contrasting information: The food is delicious, but it's very expensive. / The food is delicious. It's expensive, though/however.

Circle the correct word.

- Spring in my city is pretty nice, and / but it gets extremely hot in summer.
- 2. There are some great museums. They're always crowded, and / however.
- 3. There are a lot of interesting stores, and / but many of them aren't expensive.
- 4. There are many amazing restaurants, and / but some are closed in August.
- 5. My city is a great place to visit. Don't come in summer but / though!

3 Modal verbs can and should (page 75)

- Use can to talk about things that are possible: Where can I get some nice souvenirs? Use should to suggest things that are good to do: You should try the local restaurants.
- Use the base form with can and should not the infinitive: Where can I to get some nice souvenirs? You should to try the local restaurants.

Complete the conversation with can, can't, should, or shouldn't.

A:	I decide where to go o	n vacation I go to Costa Rica
	or Hawaii?	
B:	You definitely visit Cos	ta Rica.
A:	Really? What can I see there?	
B:	Well, San Jose is an exciting city. You	miss the Museo del Oro. That's
	the gold museum, and you	see beautiful animals made of gold.
A:	OK. What else?	
B:	Well, you visit the mus	eum on Mondays. It's closed then. But you
	definitely visit the rain	forest, It's amazing!

1 Adjective + infinitive; infinitive + noun (page 79)

In negative statements, not comes before the infinitive: With a cold, it's important not to exercise too hard. (NoT: With a cold, it's important to not exercise too hard.)

Re	write the sentences using the words in parentheses. Add not when necessary.
1.	For a bad headache, you should relax and close your eyes. (a good idea) It's a good idea to relax and close your eyes when you have a headache.
2.	You should put some cold tea on that sunburn. (sometimes helpful)
3.	For a fever, you should take some aspirin. (important)
4.	For a cough, you shouldn't drink milk. (important)
5.	For sore muscles, you should take a hot bath. (sometimes helpful)
6.	When you feel stressed, you shouldn't drink a lot of coffee. (a good idea)
2	Modal verbs can, could, may for requests; suggestions (page 81)
Þ	In requests, can, could, and may have the same meaning. May is a little more formal than can and could.
N	umber the lines of the conversation. Then write the conversation below.
	Yes, please. What do you suggest for itchy skin? Here you are. Can I help you with anything else? Sure I can. You should see a dentist! Hello. May I help you? You should try this lotion. Yes. Can you suggest something for a toothache? OK. And could I have a bottle of aspirin?
A:	Hello. May I help you?
B:	
B:	
A:	
B:	

1 So, too, neither, either (page 87)

- Use so or too after an affirmative statement: I'm crazy about sushi. So am I/I am, too.
- Use neither or not either after a negative statement: I don't like fast food. Neither do I./I don't either.
- With so and neither, the verb comes before the subject: So am I. (NoT: So I am.)
 Neither do I. (NoT: Neither I do.)
- A Choose the correct response to show that B agrees with A.
- 1. A: I'm in the mood for something salty.
 - B: (lam, too./ I do, too.
- 2. A: I can't stand fast food.
 - B: Neither do I. / I can't either.
- 3. A: I really like Korean food.
 - B: So do I. / I am, too.
- 4. A: I don't eat Italian food very often.
 - B: I do, too. / I don't either.
- 5. A: I'm not crazy about pizza.
 - B: I am, too. / Neither am I.
- **B** Write responses to show agreement with these statements.
- 1. A: I'm not a very good cook.
 - B:
- 2. A: Hove french fries.
 - B:
- A: I can't eat very spicy food.
- A: I never eat bland food.
- 5. A: I can make delicious desserts.
 - B:

Modal verbs would and will for requests (page 89)

- Don't confuse like and would like. Would like means "want."
- You can also use I'll have . . . when ordering in a restaurant to mean I will have . . .

Complete the conversation with would, I'd, or I'll.

A:	Would	you like to order now?
B:	Yes, please.	have the shrimp curry.
A:		you like noodles or rice with that?
		have rice.
A:	And	you like a salad, too?
B;	No, thanks.	
A:		you like anything else?
B:	Yes,	like a cup of green tea.

1 Comparisons with adjectives (page 93)

- Use the comparative form (adjective + -er or more + adjective) to compare two people, places, or things: Which river is longer, the Nile or the Amazon? The Nile is longer than the Amazon. Use the superlative form (the + adjective + -est or the most + adjective) to compare three or more people, places, or things: Which river is the longest: the Nile, the Amazon, or the Mississippi? The Nile is the longest river in the world.
- You can use a comparative or superlative without repeating the noun: Which country is larger, Canada or China? Canada is larger. What's the highest waterfall in the world? Angel Falls is the highest.

Write questions with the words. Then look at the underlined words, and write the answers.

1.	Which desert / dry / the Sahara or the Atacama? Q: Which desert is drier the Sahara or the Atacama? A: The Atacama is drier than the Sahara.
2.	Which island / large / <u>Greenland</u> , New Guinea, or Honshu? Q:
	A:
3.	Which island / small / New Guinea or Honshu?
	Q:
	A:
4.	Which U.S. city / large / Los Angeles, Chicago, or New York? Q:
	A:
5.	Who / older / your father or your grandfather?
	Q:
	A:

2 Questions with how (page 96)

Use high to describe mountains and waterfalls: How high is Mount Fuji? Angel Falls is 979 meters high. Use tall to describe buildings: How tall is the Empire State Building? (NOT: How high is the Empire State Building?)

Complete the questions with the phrases in the box. There is one extra phrase.

	How big	How cold	✓ How deep	How high	How tall	
1.	Q: How de	epis Lake	Baikal?	A: It's 1,642 mete	rs (5,387 feet) at its deepe	st poi
	Q:	is Alas	ka?	A: It's 586,412 sq	uare miles (1,518,800 kilon	neters
3.	Q:	is Mou	nt McKinley?	A: It's 20,300 feet	(6,194 meters) high.	
1.	Q:	is the (IN Tower?	A: It is 553 meter	s (1,814 feet) tall.	

1 Future with present continuous and be going to (page 101)

Use the present continuous to talk about something that is happening now: What are you doing? I'm studying. You can also use the present continuous with time expressions to talk about the future: What are you doing tomorrow? I'm working.

A	Read the sentences. Are they present or future? Write P or F.
1.	Why are you wearing shorts? It's cold
	What are you wearing to the party on Friday?
	Where are you going this weekend?
	Where are you going?
	Are you going to watch TV tonight?
В	Complete the conversations. Use the present continuous and be going to.
1.	A: What are you and Tony doing (do) tonight?
	B: We (try) the new Chinese restaurant. Would you like to come? A: I'd love to. What time you (go)?
	B: We (meet) at Tony's house at 7:00. And don't forget an umbrella. It (rain) tonight.
2.	A: Where you (go) on vacation this year?
	B: I (visit) my cousins in Paris. It (be) great!
	A: Well, I (not go) anywhere this year. I (stay) home.
	B: That's not so bad. Just think about all the money you (save)!
2	Messages with tell and ask (page 103)
	In messages with a request, use the infinitive of the verb: Please ask her to meet me at noon. (NOT: Please ask her meet me at noon.) In messages with negative infinitives, not goes before to in the infinitive: Could you ask him not to be late? (NOT: Could you ask him to not be late?)
Re	ead the messages. Ask someone to pass them on. Use the words in parentheses.
1.	Message: Patrick – We don't have class tomorrow. (please) Please tell Patrick that we don't have class tomorrow.
2.	Message: Ana – Call me tonight on my cell phone. (would)
3.	Message: Alex – The concert on Saturday is canceled. (would)
4.	Message: Sarah – Don't forget to return the book to the library. (could)

1 Describing change (page 107)

A: But you don't need a car in the city.

A: California? Where in California

B: In Hollywood, of course. I

in California.

B: I (not plan) here for very long. In the fall, I

- You can use several tenses to describe change present tense, past tense, and present perfect.
- A Complete the sentences with the information in the box. Use the present perfect of the verbs given.

buy	a house	change he	er hairstyle	join	a gym	start looki	ng for a n	ew job
 Alle Sar 	en ndra	bbie		ne one h Everyon	e has now e says it's	is too stress more stylish	sful.	all.
1. Joy 2. The 3. Car 4. I qu 2 Ver	doesn't wey don't live told isn't shy uit eating got to the infinite t	rear jeans any re in the city of anymore, anymore, greasy food. tive (page 1) itive after a varn Spanish.	ymore. Shanymore.	e wears	dresses			(dresses) (suburbs) (outgoing (healthier
		onversation ne verbs mo			parenthe	ses and a ve	erb from	the box.
be	do	drive	go	live	make	stay	work)
B: We A: Rea B: Lur	ll, I ally? I nderstand	What are so that, but my (vey for a new	(plar (w boss says l vant) a lot	n) here in ant) hor can kee	n the city f ne. I'm rea p my job	or a few mo dy for my m for the sumr	om's coo ner. So I	

.....(go) across the country. I really

... (like)?

(go) a movie star!

Unit 1 Language summary

Vocabulary

Nouns
actor
athlete
birthday
bow
brother
cafeteria
character
chemistry
city
class
classmate
club
English
family
(best) friend
future
greeting
hobby
identity
member
name
opinion
parents
person
semester
sister
student

teacher	
tradition	
university	
vacation	
year	
Greetings	
bow	
fist bump	
handshake	
hug	
kiss (on the cheek)
pat (on the back)	
Pronouns	
Subject pronoun	5
1	
you	
he	
she	
it	
we	
they	
Titles	
Miss	

Mr.

Mrs.

Pos:	sessives
my	
your	5
his	
her	
its	
our	
their	
Oth	er
adve	enturous
athle	etic
aver	
beau	itiful
big	
bori	ng
com	mon
cool	
crea	
exci	ting
fame	ous
favo	rite
frier	
good	d
good	d-looking
inter	resting
nega	ative
nerd	ly

new old-fashioned ordinary particular plain (un)popular positive recent same serious shy typical unusual Articles 2 an the Verbs agree am

nre

has

love

interview

Adverbs Responses yes Other actually here (over) there not now really/too/very (+ adjective) surprisingly Prepositions at (10:00/City College) from (Seoul/South Korea) in (the morning/the same class) on (my way to...) Conjunctions but

Expressions

survey

LAPICSSIONS
Saying hello Good morning.
Hi.
Hey.
Hello.
How are you?/How's it going? (I'm) fine, thanks. Pretty good. OK.
What's up?
Saying good-bye
Bye.
Good-bye.
Good night.

Have a good day.

See you later. See you tomorrow, Talk to you later.

information
What's your name?
I'm /My name is.
What's your first/last
name?
It's
What are your hobbies?
My hobbies are
When's your birthday?
It's
What's like?
He's/She's/It's
What are like?
They're
Where are you from?
I'm/We're from

Exchanging personal

Introducing someone
This is /These are Nice to meet you.
Asking about someone
Who's that?
That's
His/Her name is
Who are they?
They're
Their names are and
Where's your friend?
He's/She's
Thanking someone
Thanks.
Thank you.

Checking information
How do you spell?
Sorry, what's your name again? It's
What do people call you? Everyone calls me Please call me
Making suggestions
Let's
Apologizing
(I'm) sorry.
Agreeing
OK.
Sure.
That's right.

Unit 2 Language summary

Vocabulary

Nouns

Jobs/Professions

accountant caregiver carpenter cashier chef dancer director dishwasher fitness instructor flight attendant mechanic musician nurse pilot receptionist reporter salesperson

tour guide tutor usher website designer Types of jobs

team assistant

server

entertainment business food service

office work travel industry

Workplaces airline

garage hospital office

university

allowance clothes country dinner drink

food heaven house job music

passenger patient phone snack thing time

bad better

work

(computer/construction)

company newspaper restaurant

(department/clothing) store

Other

breakfast experience

fashion design

schedule

Adjectives

busy different

difficult expensive fantastic

favorite full-time

> similar worse worst

part-time

Verbs

answer build care for cook do carn fix

get (home) go (to bed/to school/to

work) have (a job/lunch)

leave (work/for work)

like live own save sell sleep start

stay up

study take (care of)

teach wake up watch

work (in an office/ for an airline)

Adverbs

Response

yeah Other a lot early

exactly home late only usually

Prepositions

after (midnight) around/about (10:00/noon) at (6:00/night/midnight)

at (a travel agency/a fast-food restaurant)

before (noon) in (an office) in (the morning/the afternoon/the evening) like (= for example) on (weekdays/Fridays)

until (midnight)

Expressions

Talking about school/ work

What do you do (exactly/ there)? I'm a/an.

Where does he work? He works in/at/for. . . How do you like your job/

classes? I like it/them a lot. I love it/them.

Where do you go to school?

I go to. . .

What's your favorite. . . ? My favorite, ... is, ...

Asking for more information

What time...? Which...? Why?

Talking about daily schedules

What time do you go to work? I start work at . . .

When do you get home? I usually get home at. . .

Expressing interest How interesting! Oh? (Oh.) Oh, really? Really?

Expressing surprise

Wow!

Starting a sentence

Well... By the way,...

Unit 3 Language summary

Vocabulary

Nouns Clothes and jewelry

backpack bag boots bracelet dress earrings gloves jacket ieans necklace ring scarf shirt socks

sunglasses sweater T-shirt wallet watch Materials*

cotton gold leather plastic

rubber silver wool Other bargains cent(s) clerk (golf) clubs coffee compare cost

customer decisions design dollar (at one's) fingertips flea market

item lamp MP3 player notebook opinions

painting paperback (book/ novel)

phone price review(s) smartphone speakers

social networking style

(price) tag

Pronouns

one ones

Adjectives Colors

black blue brown gray green orange pink purple

red

white yellow

Other

attractive boring cheap each expensive fun happy

jealous large light loving medium

mysterious perfect powerful pretty

reasonable

sad small stylish truthful

warm

pure

Verbs

Modal can

Other

ask buy connect help

> let (me) + verb look (= seem) look at

mean pay (for) prefer

say

Adverbs

almost directly else more (shop) online

polyester *Names of materials can be used as nouns or adjectives.

Expressions

Talking about prices

How much is this/that scarf?

It's. . . .

That's not bad.

How much are these/those

gloves? They're...

That's expensive.

Comparing

The silk dress is prettier/ more expensive than the polyester dress.

Getting someone's attention

Excuse me. Look! Look at. . . Oh

Offering help

Can I help you? Identifying things

Which one?

The blue one. Which ones? The yellow ones. Talking about preferences

Which one do you prefer? I prefer the... one. Which ones do you like better/more?

I like the. . . one better/ more.

Requesting an alternative

Do they come in (black)?

Making and declining an offer

Would you like to. . . ? Uh, no. That's OK.

Thanking someone

Thanks anyway. You're welcome.

Expressing doubt

Hmm.

I'm not sure.

Uh.... Let's see. . .

Unit 4 Language summary

Vocabulary

Nouns Movies 3-D action horror musical science fiction TV programs game show reality show soap opera talk show Music* classical country electronic gospel heavy metal hip-hop jazz New Age pop R&B (rhythm and blues)

reggae rock salsa

Musical instruments guitar piano

Entertainers actor actress group rapper singer songwriter

Other album award concert cyclists date (art) fair fan fashion designer (baseball) game gate grass highlight(s) (musical) instrument kind (of) level (soccer) match (text) message stadium tango ticket video game

Pronouns
Object pronouns
me

me you him her it us them

voice

Verbs Modal

Other cheer come dream

would

go out guess have to (+ verb) know

listen to meet miss

need to (+ verb) play (an instrument)

visit win

Adjectives

famous free (=not have plans) glamorous local welcome whole worldwide

Adverbs especially just never

pretty (+ adjective) still tomorrow under the stars (=outside) (not) very much

Prepositions
about (it)
for (dinner)
from...until.../
from...to...
with (me)

Expressions

Talking about likes and dislikes

Do you like...?
Yes, I do. I like... a lot./I love...
No, I don't. I don't like...
very much.
What kind of... do you like?
Who's/What's your favorite...?

Inviting someone

Would you like to...?
Do you want to...?
Why don't we...?

Accepting an invitation

Yes, I would. Thanks. I'd love to. That sounds great. Refusing an invitation

I'd like to, but I have to...
I'd like to, but I need to...
I'd like to, but I want to...

Asking about events

When is it? Where is it? What time does it start/end?

^{*}Names of musical styles can be used as nouns or adjectives.

Unit 5 Language summary

Vocabulary

Nouns

Family/Relatives

aunt brother children cousin dad daughter father grandfather grandmother husband mom mother nephew niece sister

sister-in-law son uncle wife Other adult

age attention challenge college couple elevator email fact family tree foreign language

freedom government household housework men money only child people

(wildlife) photographer population

(birthday) present project pros and cons women

Pronouns

anyone no one

percent

Adjectives Quantifiers

all nearly all most many a lot of/lots of some not many a few few

Other average

average dear (+ name) elderly lonely married one-on-one

related secret single

stay-at-home (mom/dad)

stressful stuck urban young

Verbs

enjoy get (married) grow(ing) up move

spend (money)

stand tell travel vote wait Adverbs

Time expressions

(almost) always right now these days

this week/month/year

Other abroad alone away together

Preposition

of

Conjunction

because

Expressions

Asking about family

How old is your sister?

Tell me about your family.

Do you have any brothers and sisters?

How many brothers and sisters do you have?

I have... brother(s) and... sister(s).

I'm an only child.

Exchanging information about the present

Are you living at home?
Yes, I am./No, I'm not.
What is your brother doing?
He's traveling in...
Is anyone in your family... right now?
Yes, my... is...

Expressing interest What an interesting. . .

Expressing relief Thank goodness!

Unit 6 Language summary

Vocabulary

Nouns

Sports and fitness activities

aerobics baseball basketball bicycling bowling football golf gymnastics jogging karate running soccer softball stretching swimming tennis volleyball walking weight training Other athlete couch potato country fitness fitness freak free time gym gym rat joke

physical (exam) serving (= portion of food)

sports nut teen (= teenager)

tip treadmill vitamin(s)

Pronoun nothing

Adjectives

above/below average

both either fit

good at (something)

middle-aged real

regular tired

Verbs

act chat dance eat enter exercise

keep (fit/up the good work)

lift weights

play (cards/a sport)

piay (cards/a's relax sing spend (time) talent (magic) tricks work out

Adverbs

Frequency

always almost always usually often sometimes hardly ever almost never

never every... once a... twice a...

twice a. . . three times a. . . not very often/much

Other sometime then

Prepositions

in (my free time/great shape) like (that)

Expressions

Talking about routines

How often do you...?

Every...

yoga

Once/Twice/Three times a. . .

Not very often.

Do you ever. . . ?

Yes, I always/often/sometimes. . . No, I never/hardly ever. . .

How long do you spend. . .

Thirty minutes a day./Two hours a week.

Talking about abilities

How well do you. . . ?

Pretty well./About average.

Not very well.

How good are you at. . . ?

Pretty good./OK.

Not so good.

Asking for more information

What else...?

Expressing surprise/disbelief

Seriously?

Agreeing

All right. No problem!

Unit 7 Language summary

Vocabulary

Nouns adventure city congratulations contest dishes fishing flamingo food glaciers homework host family initials karaoke bar lake laundry neighbor noise party (air)plane retreat ruins statues

trip vacation waves weather wildlife

Pronouns anybody anything something

Adjectives amazing awful broke cloudy cold cool excellent foggy full

incredible leisure-time (activities) lucky

lucky special terracotta vegetarian whole

Verbs arrive call cook drive forget happen invite

make (a phone call) rain read stay (home) stop take (a day off) worry

Adverbs

as usual

Time expressions again all day/night/weekend last night/Saturday/ weekend the whole time today yesterday

Other also anywhere downtown first of all unfortunately

Prepositions on (business/vacation) over (the weekend)

Expressions

surfing

test

tour

Asking about past activities

Did you go anywhere last weekend?
Yes, I did. I...
No, I didn't.
How did you spend...?
How long were you...?
What did you do...?

What time did you...? Where did you...? Who did you... with? Giving opinions about past experiences

How did you like...?/How was...?

It was...

What was the best thing about...?

Was the... OK?

Unit 8 Language summary

Vocabulary

Nouns Neighborhood/ Recreational facilities

airport apartment (building)

aquarium avenue bank barbershop bookstore clothing store coffee shop dance club

drugstore electronics store gas station

grocery store hospital

hotel Internet café laundromat

library (shopping) mall (outdoor) market movie theater

(science) museum pay phone

park post office shopping center stationery store swimming pool theater

train station (public) transportation

travel agency zoo

Other

(car) alarm balcony bedroom budget card cat cleanliness

crime cuisine dog door fashion

floor garbage haircut hall(way)

kid

(traffic) light parking pet pollution

privacy

rent reservations

resident roommate sidewalk traffic

utilities

Adjectives

available convenient crowded fresh inexpensive loud multicultural

quiet reasonable unique

Verbs

bark borrow call back dry find hold on look for share

wash

Adverbs

Responses

of course

Other

anymore around the corner in fact first of all

first of all too (= also)

Prepositions

on next to near(by)/close to across from/opposite in front of in back of/behind between on the corner of

Conjunction

SO

Expressions

Asking for and giving locations

Is there a/an. . . near here?

No, there isn't, but there's one. . .

Are there any. . . around here?

Yes, there are. There are some. . .

No, there aren't, but there are some. . .

No, there aren't any. . . around here.

Asking about quantities

Are there many...?

Yes, there are a lot.

Yes, there are a few.

No, there aren't many.

No, there aren't any.

No, there are none.

Is there much...?

Yes, there's a lot.

Yes, there's a little.

No, there isn't much.

No, there isn't any.

No, there's none.

Unit 9 Language summary

Vocabulary

Nouns

appearance beard belt boyfriend cargo pants contact lenses couple e-pal eye(s) feet girlfriend glasses hair height

length

looks

meter

mustache

outfit
patterns
(time) period
picture
plaid
polo (shirt)
prints
(fashion) runway
shoulder pads
similarity

Adjectives

stripe(s)

window

trick

attached background (color) baggy bald blond button-down (shirt)
casual
classic
comfortable
curly
dark
elderly
fashionable
funky
good-looking
gorgeous
handsome
heavy
in style

handsome heavy in style late (teens/twenties) latest (fashions) long medium middle aged neutral outdated short silly skinny slim straight striped tall tucked in

Verbs alter

vintage

describe learn mix pair sit wear

Adverbs

fairly (+ adjective)

Prepositions

for (her age) in (a T-shirt/jeans/her thirties) on (the couch) to the left/right of with (red hair)

Expressions

(fashion) model

Asking about appearance

What does she look like? She's tall. She has red hair. How old is she? She's about 32. She's in her thirties.

How tall is she? She's 1 meter 88. About 6 feet 2, I suppose.

How long is her hair? It's medium length. What color is her hair?

It's dark/light brown. Does he wear glasses?

Yes, he does./No, he doesn't.

Identifying someone

Who's Raoul?

mixed-up

modern

He's the man wearing a green shirt/talking to Liz.

Which one is Julia?

She's the one in jeans/near the window.

Making suggestions

Why don't you...?

Unit 10 Language summary

Vocabulary

Nouns

appointment blue cheese camel (weather) condition(s) costume curry danger (food) festival hairstyle ice climbing iced coffee jazz club key(s)

key(s)
ID (= identification)
kiteboarding
lifestyle
magazine
mountaintop(s)

octopus point(s) risk

risk riverboat tour sand sports car storm streetcar

surfer (herbal) tea (traffic/speeding)

truck uniform view wedding wingsuit

ticket

Adjectives

awake

current experienced

fast-paced hard historic important live (concert)

nervous scary several unpredictable

valuable well-balanced

Verbs

clean

be engaged (to someone) breathe drop

have trouble (doing something)

hike jump kill lift lose overcome overdo

ble read ride ced skip slow down

> spin take it easy taste

Adverbs

ago already lately

in the past (few days/ week/year)

recently somewhere

yet

Prepositions

for (six months/two years) since (6:45/ last weekend/ elementary school)

Expressions

Talking about past experiences

Have you ever...?

Have you... recently/lately...
this week?
Yes, I have./No, I haven't.

Have you/they... yet?
Yes, I have. I've (already)...
No, they haven't. They haven't...
(yet).

How many times have you...?

I've... once/a couple of times.

How long have you lived here?

I've lived here for/since...

How long did you live there?

I lived there for...

Expressing uncertainty
I can't decide.

Apologizing
I'm sorry (I'm late).

Unit 11 Language summary

Vocabulary

Nouns beach canoe (handi)crafts district event (city) guide harbor hometown island mangrove nightlife personality

plaza

pottery

pyramid

scenery

souvenir

sight

spices

spot (=place) subway summer taxi temple town visitor window-shopping

Pronouns you (= anyone)

Adjectives best delicious efficient fascinating forbidden lively noisy polluted

raw sacred safe spacious stressful ugly walled (city/area)

Verbs Modal should Other bargain dye move away

plan to (+ verb) recommend tell (someone) about (something)

use

Adverbs

all year anytime definitely easily extremely (+ adjective) somewhat (+ adjective)

Prepositions in (the center of) town/the

however though

Expressions

Describing something

What's, ... like? It's. . . and. . .

It's..., but (it's not)...

It's... It's not (too)..., though. It's... It's not (too)..., however. Asking for information

Can you tell me about. . . ? Talking about advisability

What can you do. . . ?

You can. . . You can't ... Can L...?

Yes, you can./No, you can't.

Asking for and giving suggestions

What should I ... ? You should... You shouldn't . . .

Unit 12 Language summary

Vocabulary

Nouns Health problems

backache bleeding burn cold cough dry skin fever (the) flu headache (the) hiccups homesick illness insomnia itchy eyes mosquito bite(s) sore muscles/throat

upset stomach Containers

stomachache

bag bottle box

sunburn

toothache

jar pack stick tube

Pharmacy items

aspirin
bandages
breath mints
cough drops
deodorant
eyedrops
face cream
heating pad
lotion
medicine
multivitamin
ointment
shaving cream
tissues
toothpaste

vitamin C Other

advice chicken stock (newspaper/advice) column complaint

dentist energy garlic hand

head idea jungle liquid

medicine cabinet

monkey motor muscle plant(s) rain forest researcher rest

social life (chicken/garlic/onion)

source throat Adverbs

deeply

Adjectives

helpful hungry itchy medicinal natural sick sore strange stressed (out) terrible

Verbs Modal

could may Other burn chop up

chop up concentrate cure

get (a cold/some rest) hang (from a tree) hurt

put (= apply directly, as ointment)

search see (a doctor/dentist)

sneeze suggest take (medicine/ something for, . .)

tneat

work (= succeed)

Prepositions

in (bed)

under (cold water)

Expressions

Talking about health problems

How are you?

Not so good. I have. . .

That's too bad.

Offering and accepting assistance

Can/May I help you?

Yes, please.

Can/Could/May I have. . . ?

What should you do. . . ?

It's important/helpful/a good idea to. .

What do you suggest/have for. . . ?

Try/I suggest/You should/You could. . .

Expressing dislike

Yuck!

Agreeing

You're right.

Unit 13 Language summary

Vocabulary

Nouns

Food and beverages beef bread cake (blue) cheese chicken chocolate corn curry dessert (main) dish dressing fish flavor french fries grapes hamburger ice cream lamb

miso noodle octopus pasta peas (apple) pie pizza potatoes rice salad sandwich seafood shrimp soup strawberries sushi

turkey vinaigrette water Other barber bellhops coffee shop door attendants guidelines hairstylist maid menu order parking valets review waiter

Adjectives

bland bothered fresh greasy healthy mixed rich salty slang sour spicy Verbs

Modals will would

Other bring order

take (an order)

tip

Adverbs

a bit (+ adjective) either neither tonight

Expressions

lemon

lettuce

mangoes meat

Expressing feelings

I'm (not) crazy about. . . I'm (not) in the mood for. . . I can't stand. . .

Agreeing and disagreeing

I like. . . So do I. I don't like. . .

Neither do I./I don't either.

I'm crazy about. . . So am I./I am, too.

I'm not in the mood for. . . Neither am L/I'm not either.

I can.

So can I./I can, too.

I can't. . .

Neither can L/I can't either.

Ordering in a restaurant

May I take your order?
What would you like (to...)?
I'd like/I'll have a/an/the...
What kind of... would you like?
I'd like/I'll have..., please.
Would you like anything else?
Yes, please. I'd like...
No, thank you. That'll be all.

Unit 14 Language summary

Vocabulary

Nouns Geography canal capital (city)

continent desert earth (the) equator (the) falls forest

hill island lake mountain ocean river

sea valley volcano waterfall world

Distance and measurements

degree (Celsius/ Fahrenheit) (square) kilometer

meter

(square) mile

pound Other airport

auction (rhinoceros) beetle

boating climate cooling environment

faucet feather flight gift heating landfill lightbulbs million

planet (air/water) pollution population

quiz tower waste

winter

Adjectives

deep far heavy high leaky mountainous nonstop recycled

tuned up

wet

windy worse

Verbs

get up (to) go down (to) reduce

Prepositions

in (the summer/the world/ the Americas) of (the three) on (the island/earth) from. . . to. . .

Expressions

Talking about distances and measurements

How far is... from...?

It's about... kilometers/miles. How big is...?

It's. . . square kilometers/miles.

How high is (are). . . ?

It's (They are). . . meters/feet high.

How deep is. . . ?

It's. . . meters/feet deep.

How long is. . . ?

It's... kilometers/miles long.

How hot is. . . in the summer?

It gets up to. . . degrees.

How cold is . . . in the winter?

It goes down to... degrees.

Making comparisons

Which country is larger, . . . or. . . ?

. . is larger than. . .

Which country is the largest: . . . , or . . ?

. . . is the largest of the three.

Which country has the largest. . . ?

... has the largest...

What's the longest... in...?

... is the longest.

What is the most beautiful. . . in the world?

I think. . . is the most beautiful.

Unit 15 Language summary

Vocabulary

Nouns Leisure activities

barbecue (rock) concert (singing) contest gathering (tennis/soccer) match (dance) performance picnic

play (bicycle) race (volleyball) tournament

Other address babysitter cell (phone) etiquette excuse extension favor headphones invitation issue(s) meeting message

nuisance (phone) number puppy request

ringer rudeness rule statement stranger

Adjectives

beeping day-to-day rude spectator

Verbs

accept admit annoy consider give

have in common observe pass on practice return speak

Adverbs

afterward as soon as possible on time out of town overtime

Expressions

Talking about plans

What are you doing tonight?

I'm going. . .

Are you doing anything tomorrow?

No, I'm not.

What is she going to do tomorrow?

She's going...

Are they going to. . . ? Yes, they are.

res, mey me.

Apologizing and giving reasons

I'd love to, but I can't. I. . .

Sorry, I can't. . .

Making a business call

May I speak to ... ?

refuse

... 's not in. Can I take/leave a message?

Yes, please. This is. . . Would you ask. . . to call me? This is. . .

I'll give... the message.

Asking for and giving suggestions

Can/May I take a message?

Please tell. . . (that). . .

Please ask... to...

Would you tell... to ... ?

Would you ask... to ... ?

Unit 16 Language summary

Vocabulary

Nouns

lottery

suburb(s)

skill

(savings) account (photo) album (a/the) big picture (= full view) career change course credit card goal graduation (driver's) license (bank/car/student) loan task time line vocabulary

Adjectives

broke large-scale long-term outgoing own possible successful

Verbs

achieve adjust become bring about catch(ing) up change divide

dress dye fall (in love) get along (with) graduate hope (+ verb) improve join motivate pay off pierce rank

set (a goal)

Adverbs

a bit differently less overseas

Prepositions

in (ages/a few years) into (my own apartment) throughout

Expressions

Describing changes

I'm not in school anymore. I wear contact lenses. I got engaged. I moved to a new place. I've changed jobs. My hair is shorter now. My job is less stressful.

Talking about future plans

What are you going to do? I'm (not) going to. . . I (don't) plan/want to. . . I hope to. . . I'd like/love to. . .

Expressing congratulations

Congratulations!

Appendix

Countries and nationalities

This is a partial list of countries, many of which are presented in this book.

Germany German Argentina Argentine Greece Greek Australia Australian Hungary Hungarian Austria Austrian Bolivia Bolivian India Indian Indonesia Indonesian Brazil Brazilian Canada Canadian Ireland Irish Chile Chilean Italy Italian China Chinese Japan Japanese Colombia Colombian Lebanon Lebanese Costa Rica Costa Rican Malaysia Malaysian Ecuador Ecuadorian Mexico Mexican Morocco Moroccan Egypt Egyptian England English New Zealand New Zealander Peru Peruvian France French

the Philippines Filipino
Poland Polish
Russia Russian
Saudi Arabia Saudi Arabian
Singapore Singaporean
South Korea South Korean
Spain Spanish
Switzerland Swiss
Thailand Turkey Turkish
the United Kingdom British
the United States
Uruguay
Vietnam Vietnamese

Irregular verbs

Present	Past	Participle	Present	Past	Participle
(be) am/is, are	was, were	been	make	made	made
bring	brought	brought	meet	met	met
buy	bought	bought	put	put	put
come	came	come	quit	quit	quit
cut	cut	cut	read	read	read
do	did	done	ride	rode	ridden
drink	drank	drunk	run	ran	run
drive	drove	driven	see	saw	seen
eat	ate	eaten	sell	sold	sold
fly	flew	flown	set	set	set
fall	fell	fallen	sit	sat	sat
feel	felt	felt	sleep	slept	slept
get	got	gotten	speak	spoke	spoken
give	gave	given	spend	spent	spent
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
keep	kept	kept	wear	wore	worn
lose	lost	lost	write:	wrote	written

Comparative and superlative adjectives

Adjectives with -er and -est

big	deep	heavy	nice	small
busy	dirty	high	old	tall
cheap	dry	hot	pretty	thin
clean	easy	large	quiet	ugly
cold	fast	light	safe	warm
cool	friendly	long	short	wet
dark	funny	new	slow	young

Adjectives with more and most

		ATITITIES.	
attractive	dangerous	expensive	outgoing
beautiful	delicious	famous	popular
boring	difficult	important	relaxing
crowded	exciting	interesting	stressful

Irregular adjectives

good → better → the best bad → worse → the worst



Workbook answer key

Please call me Beth.

Exercise 1

Answers will vary.

Exercise 2

- 2. A: What's her first name?
 - B: Her first name is. .
- 3. A: Where is your teacher from?
 - B: My teacher is from. .
- 4. A: How is your English class?
 - B: My English class is. . .
- 5. A: What are your classmates like?
 - B: My classmates are. . .

Exercise 3

- A: My name is Young-hoon Park.
 - B: Nice to meet you, Young-hoon,
- 3. A: Hello. I'm a new club member.
 - B: Welcome.
- 4. A: I'm sorry. What's your name again?
 - B: Joe King.
- 5. A: How do you spell your first name?
 - B: A-N-T-O-N-I-O.
- 6. A: What do people call you?
 - B: Everyone calls me Ken.

- 2. Jim: What's your last name?
- Bob: My last name's Hayes.
- Jim: Who's that?
- Bob: That's my wife. 4. Jim: What's her name?
- Bob: Her name is Rosa.
- 5. Jim: Where's she from?
- BoB: She's from Mexico.
- 6. Jim: Who are they?
- BoB: They're my wife's parents.

Exercise 5

- 2. Our 4. He
 - 5. My
- 6. Her
 - They

3. your

- AMY: Oh, they are on the volleyball team. Let me introduce you. Hi, Surachai, this is Lisa Neil.
- SURACHAI: Nice to meet you, Lisa.
- LISA: Nice to meet you, too. Where are you from?
- SURACHAI: I am from Thailand.
- AMY: And this is Mario. He is from Brazil.
- LISA: Hi, Mario.

Exercise 7

- Name 1. Mario
- 2. Charlotte
- Where from? Cali. Colombia
 - Brussels. Belgium Dutch
- Languages Sports?
- Spanish and French French and

- volleyball

Exercise 12

Answers will vary.

- Wuhan, China volleyball Chinese and English soccer
- Arabic and 4. Ahmed Luxor, Egypt English

Answers will vary.

Exercise 8

3. Su-vin

- SARAH: Pretty good, thanks. Are you a student here? RICH: No, I'm not, I'm on vacation. Are you a student?
- SARAH: Yes, I am.
- RICH: What are your classmates like?
- SARAH: They're really interesting.
- RICH: Oh, really? Is Susan Miller in your class?
- SARAH: Yes, she is. Is she your friend?
- RICH: No. she's not. She's my sister!

Exercise 9

- TINA: Hi. I'm Tina Fernandez.
- AMY: Are you from South America, Tina?
- TINA: Yes, Lam. I'm from Argentina. Where are you and your sister from, Alex?
- ALEX: We're from Taiwan.
- TINA: Are you from Taipei?
- ALEX: No, we're not. We're from Tainan. Say, are you in English 101?
- TINA: No. I'm not. I'm in English 102.

Exercise 10

- 2. A: Are you free?
 - B: No, I'm not. I'm very busy.
- A: Are you from Spain?
 - B: No, we're not from Spain. We're from Mexico.
- 4. A: Is your teacher Mr. Brown?
 - B: No, my teacher isn't Mr. Brown. I'm in Ms. West's class.
- A: Are Natalie and Mika in your class?
- B: Yes, Natalie and Mika are in my class.
- 6. A: Is it an interesting class?
 - B: Yes, it's an interesting class
- 7. A: Are they on the same baseball team?
 - B: No, they're not on the same baseball team. They're on the same volleyball team.

	Hello	Good-bye
See you tomorrow.		1
Good night.		1
4. Good morning.	1	
Talk to you later.		1
6. How's it going?	1	
Have a good day.		1
8. What's up?	1	
Eventies 13		

2 What do you do?

Exercise 1

- 2. fitness instructor
- 3. flight attendant
- 4. newspaper reporter
- 5. tour guide
- 6. website designer

Exercise 2

- He's a website designer. He works in an office. He likes computers a lot.
- She works in a gym. She's a fitness instructor. She teaches aerobics.
- He's a tour guide. He takes people on tours. He travels a lot.
- She works for an airline. She assists passengers. She's a flight attendant.

Exercise 3

- She works for a travel company. She arranges tours. She's a travel agent.
- He has a difficult job. He's a cashier. He works in a supermarket.
- She's an architect. She works for a large company. She designs houses. It's an interesting job.
- He works with cars in a garage. He's a mechanic. He's also a part-time student. He takes a business class in the evening.

Exercise 4

Answers will vary.

Exercise 5

Tom: What <u>does</u> your husband <u>do</u> exactly? Liz: He <u>works</u> for a department store. He's a store manager.

Том: How does he like it?

Liz: It's an interesting job. He <u>likes</u> it very much. But he <u>works</u> long hours. And what <u>do</u> you <u>do</u>?

Tom: I'm a student. I study architecture. Liz: Oh, really? Where do you go to school?

Tom: I go to Lincoln University. My girlfriend goes there, too.

Ltz: Really? And what does she study? Tom: She studies hotel management.

L1Z: That sounds interesting.

Exercise 6

VICTOR: I work for Cybotics Industries.

MARK: And what do you do there?

VICTOR: I'm in management.

MARK: How do you like it?

VICTOR: It's a great job. And what do you do?

MARK: I'm a salesperson.

VICTOR: Really? What do you sell?

MARK: I sell computers. Do you want to buy one?

Exercise 7

- 1. He's a chef.
- He practices cooking new things, and then he writes cookbooks.
- 3. He makes TV programs about Thai cooking.
- 4. She's a lifeguard.
- 5. She works at the city pool.
- She finishes work at noon.

Exercise 8

Answers will vary. Possible answers:

- 2. Where does he work?
- 3. When does he start work?
- 4. How does he like his job?

Exercise 9

Everyone knows Pat at the hospital. Pat is a part-time nurse. He works at night on weekends. *Qn* Saturdays and Sundays, Pat sleeps most of the day and wakes up a little before nine in the evening, usually at 8:45 or 8:50. He has breakfast very late, around 9:30 or 10:00 p.m.! He watches television until eleven o'clock, and then starts work at midnight. Early in the morning, usually around 5:00 a.m., he leaves work, has a little snack, goes home, goes to bed, and sleeps late. It's a perfect schedule for Pat. He's a premed student on weekdays at a local college.

Exercise 10



Exercise 11

- 2. What does he do?
- 3. She fixes cars.
- 4. He goes to the university.
- She stays up late.
- 6. He works part time.

- New York Hospital needs <u>nurses</u>. Work during the day or <u>at night</u>, weekdays or <u>weekends</u>, full time or <u>part time</u>. Call 614-555-1191.
- Interesting job for a language <u>student</u>. Mornings only. Take people on <u>tours</u>. Need good English and <u>Spanish</u> skills. Email Dave at dave 189@cup.org.
- No need to work <u>long hours!</u> Only work from 6:00 <u>until</u> 11:00 four evenings a week. Our <u>restaurant</u> serves great food! Work as our <u>manager</u>. Call 308-555-6845.

Exercise 1

SAM: The light blue ones over there. They're nice. REBECCA: Yes, But I don't really like light blue.

SAM: Hmm. Well, what about that sweater? It's perfect for you.

REBECCA: Which one?

SAM: This red one.

REBECCA: Well, I like it, but it's expensive, SAM: Hey, let me buy it for you, It's a present! REBECCA: Oh, Sam. Thank you very much.

Exercise 2

2. A: How much are those bracelets?

B: They're \$29.

3. A: How much are these shoes?

B: They're \$64.

4. A: How much is that cat?

B: That's my cat, and he's not for sale!

Exercise 3

1. backpacks boxes

hairbrushes 8. necklaces

3. companies 4. days

9. rings 10. scarves 11. sweaters

5. dresses 6. gloves

12. ties

Exercise 4

Answers will vary. Possible answers:

That's cheap.

3. That's pretty expensive!

That's reasonable.

5. That's not bad.

6. That's cheap.

That's not bad.

Exercise 5

1. CLERK: It's \$195.

LUIS: And how much is that one?

CLERK: It's \$255.

Luis: Oh, really? Well, thanks, anyway.

2. Meg: Excuse me. How much are those jeans?

CLERK: They're only \$59.

MEG: And how much is this sweater?

CLERK: Which one? They're all different.

MEG: This green one.

CLERK: It's \$34.

3. Sonia: I like those sunglasses over there,

CLERK: Which ones?

SONIA: The small brown ones.

CLERK: They're \$199.

SONIA: Oh, they're expensive!

Exercise 6

Cotton Gold Leather Plastic Silk Wool gloves bracelet boots boots pants pants ring pants pants bracelet gloves gloves shirt necklace gloves ring shirt shirt. jacket jacket necklace jacket jacket

Exercise 7

1. B: Yes, but the leather ones are nicer.

A: They're also more expensive.

2. A: Those silk jackets look more attractive than the wool ones.

B: Yes, but the wool ones are warmer.

A: This purple shirt is an interesting color!

B: Yes, but the color is <u>prettier than</u> the design.

A: The design isn't bad.

B: I think the pattern on that red shirt is better than the pattern on this purple one.

4. A: Hey, look at this silver ring! It's nice. And it's cheaper than that gold ring.

B: But it's smaller than the gold one.

A: Well, yeah. The gold one is bigger than the silver one. But look at the price tag. One thousand dollars is a lot of money!

Exercise 8

Clothing	Electronics	Jewelry
boots	DVD player	bracelet
cap	MP3 player	earrings
dress	television	necklace
T-shirt	video camera	ring

Exercise 9

Answers will vary. Possible answers:

Which cap do you like more, the wool one or the leather one?

I like the wool one more, or I like the leather one more.

Which ones do you like more, the high-tops or the

Llike the high-tops more, or Llike the sandals more.

Which one do you prefer, the laptop computer or the desktop computer?

I prefer the laptop computer, or I prefer the desktop computer,

5. Which necklace do you like better, the silver one or the gold one?

I like the gold one better, or I like the silver one better.

Exercise 10

A

1. d 2. c 3. a 4. b

1. False

2. True

3. True

False

4 I really like hip-hop.

Exercise 1

Answers will vary.

Exercise 2

Answers will vary. Possible answers:

Do you like Usher? Yes, I do. I love him.

Do you like romantic comedies? No, I don't. I can't

4. Do you like Adele? Yes, I do. I like her a lot.

5. Do you like video games? No, I don't. I don't like them very much.

Do you like science fiction books? Yes, I do. I like them a lot.

Exercise 3

1. Katy Perry is a singer.

2. The Kings of Leon are a rock band.

Colin Firth is an actor.

Nani is a soccer player.

Exercise 4

1. SARAH: Yes, I like it a lot. I'm a real fan of Keith Urban. ED: Oh, does he play the guitar?

SARAH: Yes, he does. He's my favorite musician.

2. Anne: What kind of music do your parents like, Jason?

JASON: They like classical music. ANNE: Who do they like? Mozart?

JASON: No, they don't like him very much. They prefer Beethoven.

3. Scott: Teresa, do you like Beyonce?

TERESA: No, I don't. I can't stand her. I like Alicia Keys.

Scott: I don't know her. What kind of music does

TERESA: She sings R&B. She's really great!

Exercise 5

Responses will vary.

What kinds of movies do you like?

What is your favorite movie?

What kind/kinds of movies do you dislike?

What kind/kinds of TV shows do you like?

Who is your favorite actor or actress?

6. What is your favorite song?

Who is your favorite rock band?

8. What is your favorite video game?

I like comedies and musicals.

My favorite movie is

I dislike animated movies.

I like reality shows.

My favorite actor is Matt Damon. My favorite song is

"Let It Be."

My favorite rock band

My favorite video game is Limbo.

Exercise 6

Answers will vary. Possible answers:

1. Which movies are more interesting, musicals or science fiction films?

Science fiction films are more interesting than musicals.

2. Which films are scarier, horror films or thrillers? Horror films are scarier than thrillers.

Which do you like more, animated films or historical

I like historical dramas more,

4. Which do you prefer, romantic comedies or action films?

I prefer action films.

5. Which films are more exciting, westerns or crime thrillers? Crime thrillers are more exciting than westerns,

Exercise 7

Answers will vary. Possible answers:

Play Watch Listen to the piano videos iazz music the guitar a sports match the radio the trumpet a movie

Answers will vary.

Exercise 8

1. Ahead of Time 2. House of Laughs 3. Coming Up for Air

1. a science fiction film

2. a comedy

a crime thriller

Exercise 9

2. A: Do you like country music?

B. <u>I can't stand it.</u>

 A: There's a baseball game tonight.

B. Great, Let's go,

4. A: Would you like to see a movie this weekend? B: That sounds great!

Exercise 10

No 2.

4. No.

3. Yes

Answers will vary.

Exercise 11

1. KATE: Yes, I do. Llike it a lot.

ROBIN: There's a Linkin Park concert on Friday. Would you like to go with me?

KATE: Yes, I'd love to. Thanks.

CARLOS: There is a basketball game on TV tonight. Would you like to come over and watch it?

PHIL: I'd like to, but I have to study tonight.

CARLOS: Well, do you like soccer?

PHIL: Yes, I do. I love it!

CARLOS: There's a match on TV tomorrow at 3:00.

Would you like to watch that with me?

PHIL: I'd love to. Thanks.

Exercise 12

Richard can't stand classical music.

I love horror films!

Celia is not a fan of pop music.

5. Would you like to go to a baseball game?

5 I come from a big family.

Exercise 1

Females	
aunt	
daughter	
mother	
niece	
sister	
wife	
	daughter mother niece sister

Exercise 2

Don: No, I'm not. My brother and sister are staying with me right now. We go to bed after midnight every night.

JOEL: Really? What are they doing this summer? <u>Are they taking classes</u>, too?

Don: No, they aren't. My brother is on vacation now, but he's looking for a part-time job here.

JOEL: What about your sister? Is she working?

Don: Yes, she is. She has a part-time job at the university. What about you, Joel? Are you in school this summer?

JOEL: Yes, I am. I'm studying two languages.

Don: Oh, are you taking French and Spanish again?

JOEL: Well, I'm taking Spanish again, but I'm starting Japanese.

Don: Really? That's exciting!

Exercise 3

- 2. Peter is Liz's husband.
- 3. Frank and Liza are Isabel's grandparents.
- We have a son and (a) daughter.
- 5. My father-in-law is a painter.
- Michael is looking for a job right now.

Exercise 4

CHRIS: Wow! Do you like it? PHILIP: Yes, I do. I like it a lot.

CHRIS: And is your brother still working in Hong Kong?

PHILIP: Yes, he is. He loves it there.

CHRIS: And how about your parents? Are they still living in Florida?

PHILIP: No, they aren't, They're living in New York these days, How about you and your family, Chris? Are you still living here?

CHRIS: Yes, we are. We really love San Francisco.

Exercise 5

- This is my aunt Barbara. She <u>lives</u> in Rome, but she's <u>visiting</u> Chile this summer. She's taking some summer classes there.
- And these are my parents. They work in London. They're on vacation right now.
- And here you can see my grandparents. They aren't working or They're not working now. They're retired.
- This is my brother-in-law Edward. He <u>wants</u> to be a company director. He's <u>studying</u> business in Canada right now.

 And this is my niece Christina. She goes or She's going to high school. She likes mathematics, but she doesn't like English.

Exercise 6

Answers will vary.

Exercise 7

A

Answers will vary.

R

- 1. False: Many college students live in university housing.
- 2. True
- False: Few young people in the United States live with their parents.
- False: Nearly all university students live with their parents.
- 5. True
- False: (Rents in the city are very expensive.) Many young people continue to live with their parents after they marry.

Exercise 8

- 1. all
- 2. nearly all
- 3. most
- 4. many
- 5. a lot of
- 6. some
- 7. not many
- 8. few
- 9. no

Exercise 9

- Most <u>children go to public schools</u>. Few <u>children go to private schools</u>.
- Many young people go to college after they finish high school.
 - Some young people look for work after they finish high school.
- Not many people over 65 like to use the Internet.
 A lot of people over 65 like to spend time on a hobby.
 Nearly all people over 65 like to talk to family and friends.

Exercise 10

In my country, some <u>couples</u> get married fairly young. Not many marriages <u>break up</u>, and nearly all <u>divorced</u> people remarry. Elderly couples often <u>live at home</u> and take care of their grandchildren.

Exercise 11



6 How often do you exercise?

Exercise 1		
Team sports baseball	Individual sports swimming	Exercise swimming
basketball football	jogging bicycling	jogging aerobics
soccer	tennis	bicycling
volleyball swimming tennis	yoga	tennis stretching yoga

Exercise 2

- 2. They hardly ever play tennis.
- 3. How often do you go jogging?
- 4. We often do yoga on Sunday mornings.
- 5. Does Charlie ever do aerobics?
- 6. What do you usually do on Saturdays?

Exercise 3

- 2. A: What do you usually do on weekends?
 - Well, I usually do karate on Saturdays and yoga on Sundays.
- 3. A: Do you ever go to the gym after work?
 - B: No, I never go to the gym after work.
- 4. A: How often do you exercise?
 - B: 1 don't exercise very often at all.
- 5. A: Do you ever play sports on weekends?
 - B: Yes, I sometimes play sports on weekends –usually baseball.
- 6. A: What do you usually do in your free time?
 - B: I usually play tennis in my free time.

Exercise 4

A

Answers will vary.

В

Answers will vary.

Exercise 5

JERRY: I always go jogging at 7:00. How about you, Susan?

SUSAN: I usually go jogging around noon. I jog for about an hour.

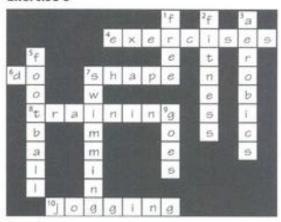
JERRY: And do you also play sports in your free time?

Susan: No, I usually go out with my classmates. What about you?

JERRY: I go to the gym on Mondays and Wednesdays. And sometimes I go bicycling on weekends.

SUSAN: Wow! You really like to stay in shape.

Exercise 6



Exercise 7

A

Hiking Club: go to myhikingclub.cup.org Adult Education Program: pick up a brochure at any Star Supermarket or the public library Community Center: call 888-555-9916

В

D			
	Hiking Club	Adult Education Program	Community Center
play indoor sports do outdoor activities take evening classes	1	/	1
go dancing learn to cook		/	1
meet new people	1	1	/

Exercise 8

- 2. A: How long do you spend in the pool?
 - B: About 45 minutes.
- 3. A: And how well do you swim?
 - B: Γm about average.
- 4. A: How good are you at other sports?
 - B: Not very good, actually.

Exercise 9

- A: How often do you go for a walk?
 - B: Almost every day. I really enjoy it.
- 3. A: How long do you spend jogging?
 - B: I spend about an hour jogging.
- 4. A: How good are you at soccer?
 - B: I'm pretty good at it. I'm on the school team.
- 5. A: How well do you play basketball?
 - B: Basketball? Pretty well, I guess. I like it a lot.

Exercise 10

- 2. Tom doesn't exercise very often.
- 3. Philip tries to stay in shape.
- 4. Jill often works out at the gym.
- 5. I always go jogging with my wife.
- 6. How well do you play tennis?

Exercise 11

7 We had a great time!

Exercise 1

A

- 2. enjoyed
- 6. tried
- invited
- 7. visited
- 4. loved
- 8. washed
- studied
- watched

- 2
- 2. give
- 6. spend
- 3. meet
- 7. take 8. go
- 4. see
- sleep
- Answers will vary.

Exercise 2

- Who did you meet at the party? I met someone very interesting.
- What time did you and Eva get home? We got home a little after 1:00.
- How did you and Bob like the art exhibition? We liked the art exhibition a lot.
- 5. What did you buy?
 - I bought some new leather boots,
- Where did Jeff and Joyce spend their vacation? They spent their vacation in the country.

Exercise 3

Answers will vary.

Exercise 4

- A: What did you do?
- B: Well, on Saturday, we went shopping.
- A: And did you do anything special in the evening?
- B: No, nothing special.
- A: Where did you go on Sunday?
- B: We went to the amusement park.
- A: How did you like it?
- B: We had a great time. In fact, we stayed there all day.
- A: Really? What time did you get home?
- B: We got home very late, around midnight.

Exercise 5

- 2. A: I stayed home from work all day yesterday. Did you take the day off, too?
 - B: No, I didn't. I worked all day until six o'clock,
- 3. A: I worked all weekend on my research paper. Did you spend the weekend at home, too?
 - B: No, I didn't, I went out with friends,
- 4. A: I studied all weekend. Did you and John have a lot of homework, too?
 - B: No, we didn't. We finished our homework on Saturday.
- 5. A: Carl drove me to work yesterday morning. Did you drive to work?
 - B: No, I didn't. I took the bus.
- 6. A: Kathy went to the baseball game last night. Did you and Bob go to the game?
 - B: No, we didn't. We watched it on TV.

Exercise 6

- 2. d. He took a day off.
- 3. e. He did housework.
- 4. c. He didn't do the laundry.
- 5. a. He had people over.
- 6. b. He had a good time.

Exercise 7

A

Both William and Sue visited Bangkok for the first time.

C

		William	Sue
2.	visited the floating market	1	1
3.	bought fruit		1
4.	saw some historic ruins		1
5.	traveled on the river	/	1
6.	loved the food the most	/	
7.	enjoyed everything		1

Exercise 8

- B: It was great. I really enjoyed it.
- A: How long were you there?
- B: We were there for two weeks.
- A: Were you in Lima all the time?
- B: No, we weren't. We were in the mountains for a few days.
- A: And how was the weather? Was it good?
- B: No, it wasn't good at all. In fact, it was terrible. The city was very hot, and the mountains were really cold!

Exercise 9

- B: It was a great trip. I really enjoyed South Africa and Namibia.
- A: How long were you in South Africa?
- B: For ten days.
- A: And how long were you in Namibia?
- B: I was in Namibia for about five days.
- A: Wow, that's a long time. How was the weather?
- B: It was hot and sunny the whole time.
- A: And what was the best part?
- B: It was definitely the natural parks and wildlife in Namibia. And we saw some meerkats!

Exercise 10

- 1. I'm sorry I was late. I had to make a phone call.
- My friends and I really enjoyed your party. We all had a good time.
- 3. I stayed home last night and did the laundry.
- We didn't see very much in the mountains. The weather was pretty foggy.
- I worked really hard in Switzerland last week. I was there on business.

Exercise 11

A

Answers will vary.

R

8 What's your neighborhood like?

Exercise 1

Δ

- 2. gas station
- movie theater
- 3. grocery store
- 7. pay phone
- Internet café
- 8. post office
- 5. karaoke bar
- 9. travel agency

В

- 2. A: I want to check my email. <u>Are there any Internet cafés</u> near here?
 - B: No, there aren't, but there are some near the university.
- 3. A: I want to mail this package. <u>Is there a post office</u> around here?
 - B: Yes, there's one next to the laundromat.
- 4. A: I need to make a phone call. <u>Are there any pay phones</u> around here?
 - B: Yes, there are some across from the library.
- 5. A: We need some gas. Are there any gas stations on this street?
 - B: No, there aren't, but there are a couple on Second Avenue.
- 6. A: We need to make a reservation for a trip. <u>Is there a travel agency</u> near here?
 - B: Yes, there's one near the Prince Hotel.

Exercise 2

Possible answers:

- There's a laundromat on the corner of 1st Street and Oak in Avery, but there isn't one in Bailey. There's a hospital.
- There's a grocery store on Elm Street in Bailey, but there isn't one in Avery.
- There's a restaurant on the corner of 3rd Street and Oak in Avery, but there isn't one in Bailey. There's a drugstore.
- There's a bank on the corner of 2nd Street and Oak in Avery, but there isn't one in Bailey. There's a department store.
- There's a post office on the corner of 3rd and Birch in Avery, but there isn't one in Bailey. There's a movie theater.
- There's a supermarket on the corner of 2nd and Elm in Avery, but there isn't one in Bailey.
- There are some houses on 3rd Street in Avery, but there aren't any in Bailey. There are some apartments.
- There's a barbershop on 4th Street in Avery, but there isn't one in Bailey. There's a coffee shop.

Exercise 3

Answers will vary. Possible answers:

- 2. Is there a post office near here?
 - Yes. There's one on the corner of Lincoln Street and 3rd Avenue.
- 3. I'm looking for a drugstore.
 - There's one opposite the gas station,
- Is there a laundromat in this neighborhood?
 Yes. There's one next to the park.
- Is there a department store on Lincoln Street? Yes. There's one between the travel agency and the gym.

Are there any pay phones around here? Yes. There are some in front of the post office.

Exercise 4

Answers will vary.

Exercise 5

A

Diana would like to live in the suburbs. Victor would like to live downtown.

-	1444 PM 12 4 C 4 C 4 C 4 C 4 C 4 C 5 C 5 C 5 C 5 C	CERTAIN STRAIN OF THE STRAIN IN
Downtown	Advantages near the shopping center near the bus	Disadvantages very noisy, streets full of people traffic is terrible
	station	parking is a big problem
Suburbs	safe a lot of parks good schools very little crime	too quiet not many shops, no clubs or movie theaters
5		takes a long time to drive anywhere nothing ever really happens

C

Answers will vary.

Exercise 6

Count nouns		Noncount nouns		
bank people		crime	pollution	
hospital	school	noise	traffic	
library	theater	parking	water	

Exercise 7

2. How many buses are there?	There aren't any.
3. How much traffic is there?	There's only a little.
4. How many banks are there?	There are a couple.
5. How many people are there?	There are a few.
6. How much crime is there?	There's a lot.

Exercise 8

ALEX: Sure. There are <u>a lot</u>. There's a great club <u>across</u> from the National Bank, but it's expensive.

Luis: Well, are there any others?

ALEX: Yeah, there are <u>a few</u>. There's a nice one near here. It's called Sounds of Brazil.

Luis: That's perfect! Where is it exactly?

ALEX: It's on Third Avenue, <u>between</u> the Royal Theater and May's Restaurant.

Luis: So let's go!

- 1. I'm going to the stationery store to get a birthday card.
- We're taking a long drive. We need to go to the gas station.
- 3. I live on the 8th floor of my apartment building.
- Our apartment is in the center of the city. We live downtown.

9 What does she look like?

Exercise 1

- 2. light
- 3. young
- 4. short
- 5. tall

Exercise 2

A

- 2. fairly long
- 3. goodlooking
- 4. medium height
- middle aged

B

- 2. A: How long is his hair?
 - B: It's fairly long.
- 3. A: What color is his hair?
 - B: It's dark brown,
- 4. A: How old is he?
 - B: He's middle aged.
- 5. A: How tall is he?
 - B: He's medium height,

Exercise 3

JIM: And how long is her hair?

STEVE: It's medium length.

JIM: How tall is she?

STEVE: She's fairly tall.

JIM: And how old is she?

STEVE: She's in her early twenties.

Jim: Does she wear glasses?

STEVE: Sometimes. I think she's wearing them now.

JIM: I think I see her over there. Is that her?

Exercise 4

Answers will vary.

Exercise 5

- George is in his late sixties. He's pretty tall. He has a mustache, and he's <u>bald</u>. He's wearing a shirt, jeans, and boots.
 - He isn't bald. He has short, curly hair.
- Sophie is about 25. She's very pretty. She's medium height. Her hair is long and blond. She's wearing a black sweater, a jacket, and <u>sneakers</u>. She's <u>standing</u> <u>next to</u> her motorcycle. She isn't wearing sneakers. She's wearing boots. She isn't <u>standing next to</u> her motorcycle. She's sitting on her motorcycle.
- Lucinda is in her early twenties. She's pretty serious-looking. She has glasses and curly dark hair. She's fairly tall, and she's wearing a nice-looking jacket and jeans.

She doesn't have glasses. She isn't wearing jeans. She's wearing a skirt.

Exercise 6

Formal Casual shirt boots dress jeans scarf shorts skirt sneakers suit T-shirt necktie cap

Exercise 7

- 2. Alice is the woman talking to the man.
- 3. Mandy is the tall woman carrying a jacket.
- 4. Edward and Kate are the ones wearing sunglasses.
- 5. William is the one wearing a suit and tie.

Exercise 8

Possible answers:

- A: Who's Carlos?
 - B: He's the one behind the couch.
- 3. A: Who are Dan and Cindy?
 - B: They're the ones dancing.
- 4. A: Which one is Angela?
 - B: She's the one on the couch.
- 5. A: Who's Ken?
 - B: He's the one with short black hair.

Exercise 9

- 2. A: Which ones are the teachers?
 - Who are the teachers?
 - B: They're the ones on the couch. They're the ones sitting on the couch.
- A: Which one is Larry? Who is Larry?
 - B: He's the guy wearing the coat. He's the guy in the coat.

Exercise 10

Yeah, classes start tomorrow. What am I doing? Let's see. . . . I'm looking out my window right now. There's a middle-aged woman walking with her baby. Some people are waiting at the bus stop. A serious-looking man is asking for directions. A young guy is using his cell phone. Two people are standing next to him. Hey! The one wearing a baseball cap is my classmate! And hey, here comes a really cute girl carrying a backpack. Wait a minute! I know her. That's my old friend. I have to go now! Bye.

- 2. A: Who's Sam?
 - B: The handsome guy near the door.
- 3. A: Is she the one on the couch?
 - B: That's right.
- 4. A: How tall is she?
 - B: Pretty short.

10 Have you ever ridden a camel?

Exercise 1

- 2. e. called
- 3. b. done
- 4. j. eaten
- 5. a. gone
- 6. h. had
- g. made
 f. run
- 9. c. seen
- 10. i. tried

Exercise 2

- 2. A: Have you done your homework yet?
 - B: Yes, I have. I did it last night.
- 3. A: How many phone calls have you made today?
 - B: I made only one to call you!
- 4. A: How long have you had those sunglasses?
 - B: I've had them for a few weeks.
- 5. A: Have you eaten at Rio Café?
 - B: Yes, we've already eaten there. It's very good but a little expensive.
- 6. A: How many times have you gone shopping at the mall this month?
 - B: Actually, I haven't gone at all. Why don't we go later today?

Exercise 3

Answers will vary.

Answers will vary.

Exercise 4

- I have been a nurse for several years.
- Masayuki was an exchange student in Spain for a whole semester.
- I'm so sleepy. I've been awake since 4:00 this morning.
- Mr. and Mrs. Chang have been married for nearly 40
- Maggie has had the same hairstyle since high school.
- How are you? I haven't seen you since your wedding.
- 8. Where have you been? I've been here for over an hour!
- 9. I haven't had this much fun since I was a kid.

Exercise 5

Answers will vary.

Exercise 6

The first writer went to Switzerland. He or she wanted to

The second writer went to Taiwan. He or she wanted to go fishing.

- - _ lost a wallet
- enjoyed the view 1
- 1 and 2 got no exercise
- ___ spent time on a boat
- waited for help
- went swimming 1 and 2 had a terrible day
- C

Answers will vary.

Exercise 7

- 2. A: Have you ever seen a sumo wrestling match?
 - B: Actually, I saw a sumo wrestling match last month on TV. It was terrific!
- 3. A: Have you ever eaten oysters?
 - B: No, I haven't. I've never eaten oysters.
- 4. A: Have you ever been wall climbing?
 - B: No, I've never been wall climbing.
- A: Have you ever ridden in a sports car?
 - B: Yes, I rode in a sports car last month.
- 6. A: Have you ever been camping?
 - B: No, I haven't. I've never been camping.
- 7. A: Have you ever ridden a motorcycle?
 - B: Yes, I have. I once rode my brother's motorcycle.

Exercise 8

Answers will vary.

Exercise 9

- B: Yes, I lost my cell phone last month.
- A: Have you found it yet?
- B: No. Actually, I've already bought a new one. Look!
- A: Oh, that's nice. Where did you buy it?
- B: I got it at Tech Town last weekend. What about you? Have you ever lost anything valuable?
- A: Well, I left my leather jacket book in a coffee shop a couple of months ago.
- B: Oh no! Did you go back and look for it?
- A: Well, I called them but it was gone.

- 2. A: Are you having a good time?
 - B: Yes, really good.
- 3. A: How long did Joe stay at the party?
 - B: For two hours.
- 4. A: Have you had lunch?
 - B: Yes, I've already eaten.
- 5. A: How many times has Gina lost her keys?
 - B: Twice,
- 6. A: What about a tour of the city?
 - B: Sure. I hear it's great.
- 7. A: Have you been here long?
- B: No, just a few minutes.
- 8. A: Have you seen Chad today?
 - B: Yes, I saw him this morning.

11 It's a very exciting place!

Exercise 1

- Florence is a beautiful old city. There are not many modern buildings.
- My hometown is not an exciting place. The nightlife there is pretty boring.
- Some parts of our city are fairly dangerous. They're not very <u>safe</u> late at night.
- Athens is a very quiet city in the winter. The streets are never <u>crowded</u> at that time of the year.

Exercise 2

- A: Is it big?
- B: No, it's fairly small, but it's not too small.
- A: What's the weather like?
- B: The winter is wet and really cold. It's very nice in the summer, though.
- A: Is the nightlife exciting?
- B: No! It's really boring. There are no good restaurants or nightclubs.

Exercise 3

- Sapporo is a very nice place. The winters are terribly cold, though.
- Marrakech is an exciting city, and it's a fun place to sightsee.
- My hometown is a great place for a vacation, but it's not too good for shopping.
- Our hometown is somewhat ugly. It has some beautiful old homes, however.

Exercise 4

2.		Restaurants are very cheap in Ecuador.
3.	1	Copenhagen is a clean city.
4.		The buildings in Paris are really beautiful.
5.		Apartments are very expensive in Hong Kong.
6.	1	Dubai is a very hot city in the summer.
7.	- 27	Mexico City has excellent museums.
8.	1	Rio de Janeiro is an exciting place to visit.

Exercise 5

Ever-Popular London

London is Britain's biggest city. It has a very old capital and dates back to the Romans. It is a city of interesting buildings and churches, and it has many beautiful parks. It also has some of the best museums in the world. London is very crowded in the summer, but it is not too busy in the winter. It is a popular city with foreign tourists and has millions of visitors a year. The city is famous for its shopping and has many excellent department stores. London has convenient train s and buses that cross the city, so it is easy for tourists to get around.

Exercise 6

A

Helsinki is in Finland, on the Baltic Sea. Vancouver is on the west coast of Canada. Salvador da Bahia is in northeast Brazil.

B City	Date founded	Population	Weather	Attractions
Helsinki	1550	Nearly 600,000	very cold in the winter	walking and bicycling; cruises
Vancouver	1870s (or 1886)	Over 2 million	fairly mild	restaurants, nearby mountains, and skiing
Salvador da Bahia	1549	about 2.6 million	hot and humid with sea breezes	beaches architecture African food and music

C

- 2. Vancouver has many Chinese speakers.
- 3. Helsinki is the coldest of the three cities.
- Helsinki and Salvador da Bahia were both founded in the mid-sixteenth century.

Exercise 7

- You shouldn't stay near the airport. It's too noisy.
- You shouldn't miss the museum. It has some new exhibits.
- You can take a bus tour of the city if you like.
- 5. You shouldn't walk alone at night. It's too dangerous.
- 6. You can get a taxi if you're out late.

Exercise 8

- B: You shouldn't miss Yogyakarta, the old capital city.
 There are a lot of beautiful old buildings. For example,
 you should see the temple of Borobudur.
- A: Sounds great, Bali is very popular, too. <u>Should I</u> go there?
- B: Yes, you should. It's very interesting.
- A: Should I take a lot of money with me?
- B: No, you shouldn't. Indonesia is not an expensive country to visit.
- A: So when should I go there?
- B: Anytime. The weather's always nice.

Exercise 9

Possible questions:

- 2. What can you see and do there?
- 3. What shouldn't you do there?
- 4. What special foods should you try?
- 5. What fun things can you buy there?
- 6. What other interesting things can you do?

- 2. The streets are always crowded.
- 3. It's a fairly ugly city.
- 4. When's a good time to visit the city?
- 5. You really shouldn't miss the weekend market.

12 It really works!

Exercise 1

A

Suggested answers:

- 2. a bad cold: go to bed and rest
- 3. a burn: put it under cold water
- 4. a headache: take some aspirin
- 5. an insect bite: apply anti-itch cream
- 6. sore muscles: use some ointment

В

Possible answers:

- 2. A: What should you do for a bad cold?
 - B: It's important to go to bed and rest.
- 3. A: What should you do for a burn?
 - B: It's important to put it under cold water.
- 4. A: What should you do for a headache?
 - B: It's sometimes helpful to take some aspirin.
- 5. A: What should you do for an insect bite?
 - B: It's a good idea to apply anti-itch cream.
- 6. A: What should you do for sore muscles?
 - B: It's helpful to use some ointment.

Exercise 2

Possible answers:

- 2. For a sore throat, it's a good idea not to talk too much.
- 3. For a burn, it's important not to put ice on it.
- For insomnia, it's sometimes helpful not to drink coffee at night.
- 5. For a fever, it's important not to get out of bed.

Exercise 3

Answers will vary.

Exercise 4

A

some medicines, stress

В

- 1. False
- 2. False
- 3. True
- 4. True
- False
- 6. True 7. True
- 8. True

Exercise 5

A

Bottle Box Can Tube
ear drops cough drops insect spray anti-itch cream
eyedrops bandages sunburn spray muscle ointment
B

Possible answers:

Mary has a bad cough. She should buy a box of cough drops. David has a terrible earache.

He should buy a bottle of ear drops.

- There may be mosquitoes where Ed's camping. He should get a can of insect spray.
- 5. Manuel has dry, itchy skin.

He should buy a tube of anti-itch cream.

- Susan has a cut on her hand. She should get a box of bandages.
- Jin Sook and Brandy got burned at the beach. They should get a can of sunburn spray.
- Mark's shoulders are sore after his workout.
 He should buy a tube of muscle ointment.

Exercise 6

1. CUSTOMER: Yes. Can I have a bottle of aspirin?

PHARMACIST: Here you are.

CUSTOMER: And what do you have for a sunburn?

PHARMACIST: I suggest this lotion.

CUSTOMER: Thanks.

2. Pharmacist: Hi. Can I help you?

CUSTOMER: Yes. Could I have something for sore muscles?

PHARMACIST: Sure. Try this ointment.

CUSTOMER: Thanks. And what do you suggest for the

PHARMACIST: Try some of these tablets. They really work

CUSTOMER: OK, thanks. I'll take them. And could I have a box of tissues?

PHARMACIST: Sure. Here you are.

Exercise 7

A: Wow, you don't look very good! Do you feel OK?

B: No, I think I'm getting a cold. What should I do for it?

A: You should stay at home and go to bed.

B: You're probably right. I've got a really bad cough, too.

A: Try drinking some hot tea with honey. It really helps.

B: Anything else?

A: Yeah, I suggest you get a big box of tissues!

Exercise 8

Possible answers:

- I think I'm getting a cold. You should get a bottle of vitamin C.
- I can't stop sneezing. Try and hold your breath.
- I don't have any energy.
 I suggest some multivitamins.
- 5. I'm stressed out!

You should work less and play more.

6. I can't get to sleep.

Try going to bed at the same time every night.

13 May I take your order?

Exercise 1

- 2. A: I really like Chinese food.
 - B: So do L
- 3. A: I'm in the mood for Italian food.
 - B: I am, too.
- 4. A: I can't stand spicy food.
 - B: Neither can L.
- 5. A: I don't like bland food very much.
 - B: I don't either.
- 6. A: I think Japanese food is delicious.
 - B: I do, too.

Exercise 2

A

Answers will vary.

В

Answers will vary.

Exercise 3

- 1. Camille * Awful!
- Luke ★★★★ Fantastic!!
- Adam ★★★ Pretty good.

B

В			
	Trattoria	Dynasty	Beirut Café
	Romana		
Food	Italian	American	Lebanese
Atmosphere	quiet and relaxing	boring	lively
Specialties	desserts	steak and potatoes	meze
Service	very good	slow and unfriendly	pretty friendly
Price/person	about \$32	\$36	about \$18
Reservation	yes	no	yes
193			

Exercise 4

Possible answers:

- peas (others are fruit)
- octopus (others are grains)
- 4. chicken (others are vegetables)
- 5. ice cream (others are drinks)
- sushi (others are sandwiches)

Exercise 5

SERVER: What kind of dressing would you like on your salad - French, blue cheese, or vinaigrette?

CUSTOMER: I'd like French, please.

SERVER: And would you like anything to drink?

CUSTOMER: Yes. [1] have iced coffee.

SERVER: With milk and sugar?

CUSTOMER: Yes, please.

SERVER: Anything else?

CUSTOMER: No. thanks. That'll be all. SERVER: OK. I'll bring it right away.

Exercise 6

- 2. A: Would you like french fries or salad?
 - B: I'd like french fries, please.
- 3. A: What kind of soda would you like?
 - B: I'll have a cola.
- 4. A: Would you like anything to drink?
 - B: No. thanks.
- 5. A: What flavor ice cream would you like?
 - B: Chocolate, please,
- 5. A: Would you like anything else?
 - B: That'll be all, thanks.

Exercise 7

- 2. In a restaurant, the server takes your order.
- 3. Many people like dressing on their salad.
- Some people rarely cook with spices. They prefer <u>bland</u> food.
- 5. Strawberry is a popular ice cream flavor.

Exercise 8

SHERRY: It's delicious! I like it a lot!

WHITNEY: I do, too. It's my favorite kind of food. Let's call Chiang Mai restaurant for home delivery.

SHERRY: Great idea! Their food is always good. I eat there a lot.

WHITNEY: So do I. Well, what would you like tonight?

SHERRY: I'm in the mood for some soup.

WHITNEY: So am I. And I think I will have spicy chicken and special Thai rice.

SHERRY: OK, let's order. Oh, wait a minute, I don't have any money with me.

WHITNEY: Neither do I. What should we do?

SHERRY: Well, let's look in the refrigerator. Hmm. Do you like boiled eggs?

WHITNEY: I can't stand them! SHERRY: Actually, neither can I.

14 The biggest and the best!

Exercise 1

A

- 2. b. forest
- 3. a. valley
- 4. a. lake
- 5. c. volcano
- 6. a. desert

В

- 2. Amazon River
- 3. Lake Superior
- 4. Mount Fuji
- 5. Mediterranean Sea
- 6. Angel Falls
- 7. Pacific Ocean
- 8. Sahara Desert

Exercise 2

2.	cooler	the coolest	6.	noisier	the noisiest
3.	friendlier	the friendliest	7.	older	the oldest
4.	heavier	the heaviest	8.	safer	the safest
5.	nicer	the nicest	9.	smaller	the smalles
			10.	wetter	the wettest

Exercise 3

IAN: Well, it certainly has some of the most famous cities in the world – Rome, Milan, and Venice.

VAL: Yeah. I had the best time in Venice. It's the most beautiful city I've ever seen. Of course, it's also one of the most popular tourist attractions. It was the most crowded city I visited this summer, and there weren't even any cars!

IAN: I've always wanted to visit Venice. What's it like in the winter?

Val.: Actually, that's the worst time to visit unless you want to avoid the summer crowds. Venice is one of the coldest and foggiest places in Italy in the winter.

Exercise 4

- The Suez Canal joins the Mediterranean and Red seas. It is 190 kilometers (118 miles) long. It is <u>longer than</u> the Panama Canal.
- Canada and Russia are the largest countries in the world.
- Russia is larger than Canada.
- 6. The highest waterfall in the world is in Venezuela.
- The Atacama Desert in Chile is the driest place in the world.
- Mount Walialeale in Hawaii gets 1,170 centimeters (460 inches) of rain a year. It is the wettest place on earth!
- The continent of Antarctica is <u>colder than</u> any other place in the world.

- The Himalayas are some of the most dangerous mountains to climb.
- Badwater, in California's Death Valley, is the lowest point in North America.
- The Pacific Ocean is <u>deeper than</u> the Atlantic Ocean. At one place, the Pacific Ocean is 11,033 meters (36,198 feet) deep.

Exercise 5

A

Possible answers

Antarctica is the most southern continent. It is the coldest and windiest place in the world. Most of it is covered in ice. It is a desert. Very few plants grow there. In the summer, the sun shines for 24 hours a day.

В

- 1. False
- 2. False
- 3. False
- 4. True
- 5. False
- 6. False
- 7. True

Exercise 6

- How far is New Zealand from Australia?a. It's about 2,000 kilometers (1,200 miles).
- How long is the Yangtze River?
 a. It's 6,300 kilometers (3,917 miles) long.
- How cold is Antarctica?
 It gets down to -88.3 degrees Celsius (-126.9 degrees Fahrenheit).
- How big is the Amazon Rain Forest?
 a. It's 6 million square kilometers (2.5 million miles).
- How deep is the Grand Canyon?
 It's about 1.6 kilometers (1 mile) deep.

Exercise 7

Answers will vary.



15 I'm going to a soccer match.

Exercise 1

- 2. beach party
- 3. bicycle race
- 4. dance contest/performance
- 5. rock concert
- 6. singing contest/tournament
- 7. tennis match/tournament
- 8. volleyball game/tournament

Exercise 2

Possible answers:

- On Monday, she's working overtime to finish the report.
- On Tuesday evening at 7:00, she's seeing a play with Tony.
- On Wednesday night, she's watching the tennis match with Kate and Sam.
- 5. On Thursday, she's having lunch with Candy at noon.
- On Friday, she's staying home and watching the baseball game on TV.
- On Saturday evening, she's going to a dance performance with Maria.

Exercise 3

Mark: I'm going to go to a rock concert on Saturday.

Marta: That sounds interesting.

Mark: Yeah. There's a free concert in the park. And how about you, Marta?

Marta: Well, Brian and I are going to see a basketball game in the afternoon.

Mark: And what are you going to do in the evening?

Marta: Brian's going to visit his mother in the hospital.

But I'm not going to do anything really.

Mark: Well, I'm going to have some friends over for a barbecue. Would you like to come?

Marta: Thanks, I'd love to!

Exercise 4

- A: Would you like to have dinner at Rosa's tonight?B: Great! But it's my turn to pay.
- A: Do you want to go on a picnic tomorrow?
 B: Sure. I'd love to.
- A: How about going to a movie on Saturday?
 B: Oh, I'm sorry. I can't.

Exercise 5

Answers will vary.

Exercise 6

Answers will vary.

Exercise 7

Α

Text messages are short, typed messages of up to about 150 characters. They include letters, numbers, and spaces. They can also include images, videos, and sound.

В

- 2, e
- 3. f
- 4,
- 5. 1
- 6. b
- 7. 4
- 8. g
- 9, c 10, d

Exercise 8

Possible answers:

- 1. Could you ask her to bring the Henderson file?
- Could you tell Mr. Alvarez that we need the report by noon? Please ask him to call Ms. James as soon as possible.
- 3. Would you tell Miss Lowe that the new laptop is ready? Could you tell her to pick it up this afternoon?

Exercise 9

Possible answers:

- Please ask Michael not to meet me at the airport until midnight. Would you tell him that the plane is going to be late?
- 2. Please tell Lucy that we're meeting at Dino's house before the concert. Could you ask her not to forget the tickets?
- Could you tell Christopher that the beach party starts at noon? Please ask him not to be late.

Exercise 10

SECRETARY: I'm sorry, She's not in. <u>Can I take</u> a message? Ms. Curtis: Yes, please. This is Ms. Curtis. <u>Would</u> you tell her that I'm staying at the Plaza Hotel? The number is 555-9001, Room 605. <u>Could</u> you ask her to call me?

SECRETARY: OK, Ms. Curtis. I'll give her the message. Ms. Curtis: Thank you very much. Good-bye.

- Could I ask her to call you back? Yes. My number is (303) 555-3241.
- Who's calling, please? My name's Graham. Graham Lock.
- Can I take a message? Yes, please. Could you tell him Roz called?
- Could I speak to Paul, please? Let me see if he's in.
- I'm sorry. She's busy at the moment. That's OK, I'll call back.

16 A change for the better!

Exercise 1

- 2. A: I haven't seen you for ages.
 - B: I know. How have you been?
- 3. A: You know, I have three kids now.
 - B: That's terrific!
- 4. A: How are you?
 - B: I'm doing really well.

Exercise 2

- Judy <u>has moved to a new apartment</u>. Her old one was too small.
- Kim and Anna have stopped eating in restaurants. Now they cook dinner at home every evening. It's much cheaner
- Alex has started going to the gym. He looks healthier, and he has more energy.

Exercise 3

Answers will vary. Possible answers:

- Elena doesn't wear glasses. or Elena wore glasses before.
- Mr. and Mrs. Jones have a new daughter. or Mr. and Mrs. Jones had another baby.
- 4. Eddie is thinner now, or Eddie lost a lot of weight.

Exercise 4

Possible answers:

- 2. James was heavier before.
- Mary has changed schools.
- 4. Tess isn't married anymore.
- My hair is longer now.
- 6. We don't go to the gym anymore.

Exercise 5

A

- 1. Luis had an interesting job two years ago.
- 2. Rosie had a money problem two years ago.
- 3. Aki was a student two years ago.

В

- Aki __c
 Luis __a
- 3. Rosie b

. .

l. Aki

Now I actually look forward to getting up early. I dress up now. My hair is shorter.

My nair is snorter.

2. Luis

I got married!

My wife and I often have friends over for dinner. We're taking evening classes.

3. Rosie

Now I work as a computer programmer.

I've gained several kilos.

I feel much happier and healthier.

Exercise 6

- 2. What <u>career</u> do you think you're most interested in pursuing?
- I go to school, and I have a family and a part-time job. I have a lot of responsibilities.
- Lucy wants to pay off her student <u>loan</u> before she buys a car.
- Marie lost her job. Now she's <u>broke</u> and can't pay her rent
- I'd like to be <u>successful</u> in my first job. Then I can get a better job and a raise.

Exercise 7

Leo: I want to get a summer job. I'd like to save money for a vacation.

MELISSA: Really? Where would you like to go?

LEO: I'd love to travel to Latin America, What about you, Melissa?

Melissa: Well, I'm not going to get a job right away. First, I want to go to Spain and Portugal.

LEO: Sounds great, but how are you going to pay for it?

Melissa: I hope to borrow some money from my brother. I have a good excuse. I plan to take courses in Spanish and Portuguese.

LEO: Oh, I'm tired of studying!

MELISSA: So am I. But I also hope to take people on tours to Latin America. Why don't you come on my first tour?

LEO: Count me in!

Exercise 8

Answers will vary. Possible answers:

- I hope to find a new job.
 I want to make more money.
 I plan to take a computer class.
- I'm going to go to a gym.
 I'd like to eat healthier food.
 I'd love to get more sleep.
- I'm going to join a singles club.
 I want to be more outgoing.
 I plan to find a hobby.

Exercise 9

- Heather's salary is much <u>lower than</u> before. She had to take a pay cut.
- After graduation, Jack plans to work for an international company.
- 4. This job is more stressful than my last job.
- 5. Mel hopes to move to a small town.
- William and Donna got <u>engaged</u> last summer. The wedding will be in April.

Exercise 10

Credits

Illustrations

Andrezzinho: 32, 60, 120; Ilias Arahovitis: 17 (bottom center, right), 117, 126; Ralph Butler: 88, 102; Mark Collins: v; Paul Daviz: 33, 59, 90 (top); Rob De Bank: 17 (center), 42; Carlos Diaz: 127; Tim Foley: 17 (bottom (eft); Travis Foster: 14, 68, 71; Chuck Gonzales: 11, 16 (bottom), 37, 100 (bottom); Jim Haynes: 19, 25 (bottom), 93, 106; Dan Hubig: 17 (top), 18, 40; Randy Jones: 9, 39, 44, 85, 86 (bottom), 91, 108, 110, 116, 117; Trevor Keen: 25 (top), 53 (top), 58, 100 (top); Joanna Kerr: 50 (top), 80, 121

Kja-artists: 4, 70, 107; Eric Larsen: 115; Shelton Leong: 2, 3, 5, 129; Monika Melnychuk: 20; Karen Minot: 16 (top), 51, 55, 92; Rob Schuster: 28, 36 (bottom), 77, 86 (top), 100 (top), 105, 122, 128; Daniel Vasconcellos: 78 (top), 113, 131; Brad Walker: 50 (bottom), 61 (bottom), 81; Sam Whitehead: 31, 53 (bottom), 64 (bottom), 66, 67, 78 (bottom), 79, 114; James Yamasaki: 30, 47, 56, 103, 123, 124; Rose Zgodzinski: 36 (top), 38, 74, 96, 111, 125; Carol Zuber-Mallison: 61(top), 69, 83, 89, 97, 118

Photos

6 (top to bottom) © Echo/Cultura/Getty Images; © Hemera/Thinkstock

7 D Jill Fromer/iStockphoto

8 (clockwise from top left) © Rich Legg/iStockphoto; © Zhang Bo/ iStockphoto; © AP Photo/Phil Sandlin; © Jose Luis Pelaez Inc/Blend Images; © Fuse/Getty Images; © Radius Images/Alamy 9 (left to right) © Glowimages RM/Alamy; © Rudyanto Wijaya/iStockphoto:

□ Joe Belanger/Shutterstock; © West Coast Surfer/Moodboard/Age Fotostock; © Jeff Greenberg/Alamy; © Jose Luis Pelaez Inc./Blend Images 10 (rop to bottom) © Tetra Images/Alamy; © Ariel Skelley/Blend Images

11 © Yellow Dog Productions/Lifesize/Getty Images 12 (top to bottom) © Duard van der Westhuizen/Shutterstock:

Purestock/Getty Images

13 (all) (Eddie Chen) © Red Chopsticks/Getty Images; (Julia Brown) Images/Getty Images

15 (top, left to right) © Digital Vision/Thinkstock; © Kent Meireis/The Image Works; © Lothar Wels/Masterfile; © LWA/Dann Tardif/Blend Images/Getty Images; (bottom) © iStockphoto/Thinkstock

19 (top, left to right) © Terex/Fotolia; © Hemera/Thinkstock; © Hemera Technologies/AbleStock.com/Thinkstock; © largeformat4x5/IStockphoto; (middle, left to right) © Gary Alvis/iStockphoto; © Vedius/Alarny; Stockbyte/Thinkstock; © Terex/iStockphoto

21 (top right) © Sean Locke/iStockphoto; (middle, left) © Leaf/Veer 23 (top to bottom) © Jemal Countess/Getty Images; © m78/ZUMA Press/

Newscom; © AP Photo/Paul Drinkwater

24 (middle, left to right) © Sthanlee B. Mirador Pacific Rim/Newscom; © Jeffrey R. Staab/CBS Photo Archive/Getty Images; (bottom, left to right) © FRANCK FIFE/AFP/Getty Images; © g90/ZUMA Press/Newscom

27 (top to bottom) © Paul Gilham/FIFA/Getty Images; © MGM/Courtesy Everett Collection; © Ronald Martinez/Getty Images

28 (all) (wool pants) © Gordana Sermek/Shutterstock; (silk shirt) PhotoObjects.net/Thinkstock; (laptop, desktop, cotton shirt)

© iStockphoto/Thinkstock

29 © Robert Holmes/Corbis 31 (all) (Chris Martin) © Steve Granitz/Wirelmage/Getty Images; (Francis Ford Coppola) © Steve Mack/Wirelmage/Getty Images; (Miley Cyrus) © Steve Granitz/Wirelmage/Getty Images; (Casey Affleck) © Kurt Krieger/ Corbis: (Gwyneth Paltrow) © Steve Granitz/Wirelmage/Getty Images: (Nicholas Cage) © Pier Giorgio Brunelli/FilmMagic/Getty Images; (Billy Ray Cyrus) © Steve Granitz/Wirelmage/Getty Images; (Jennifer Garner)

 Nancy Kaszerman/ZUMA Press/Corbis 34 (top to bottom) © Lane Oatey/Getty Images; © iStockphoto/ Thinkstock; © Westend61/SuperStock 35 (clockwise from left) © Jose Luis Pelaez Inc/Blend Images; © Juice

Images/Cultura/Getty Images; © BananaStock/Thinkstock

37 © Jupiterimages/Brand X Pictures/Thinkstock 38 (left to right) @ Mango Productions/Comet/Corbis;

© Goodshoot/Thinkstock; © Ilja Mašík/Shutterstock; © Tetra Images/ Alamy: © Ale Ventura/PhotoAlto/Photolibrary

39 (/eft to right) © Ben Queenborough/BPI/Corbis; © Robert Cianflone/ Getty Images

40 © DiMaggio/Kalish/Corbis

43 © Ocean/Corbis

44 (top, left to right) © imagebroker/Alamy; © iStockphoto/Thinkstock; ○ Imagesource/Photolibrary; ○ Filaphoto/Shutterstock; (middle, left to right) © Skip ODonnell/iStockphoto; © Martin Moxter/Photolibrary; © Arctic-Images/Alamy; © James Steidl/iStockphoto 46 © Sean Cayton/The Image Works 47 © Manamana/Shutterstock

48 © iStockphoto/Thinkstock

49 (top to bottom) © Tibor Bognár/Age Fotostock; © lanDagnall/Alamy; blickwinkel/Alamy

52 © Dennis MacDonald/Age Fotostock

54 © Tim Graham/Getty Images

55 © Jean Heguy/First Light/Alamy

60 © Comstock/Thinkstock

61 (top, left to right) © Hemera/Thinkstock; © Koki lino/Getty Images; © Ryan McVay/Stone/Getty Images

63 (top, right) © Jupiterimages/Thinkstock; (middle, top to bottom) © Stefan Gosatti/Getty Images; © Francois Guillot/AFP/Getty Images;

64 (top, left to right) © Franz Marc Frei/Look/Age Fotostock; © John Elk III/Alamy; © Jim West/Age Fotostock; © Antonella Carri/Marka/Age Fotostock: © Wendy Kaveney/Danita Delimont/Alamy

69 (clockwise from top) © Scholz/Mauritius Images/Age Fotostock; O Andrew Peacock/Getty Images; O Chappuis Blaise/Rapsodia/Age

72 (top to bottom) © Gerth Roland/Age Fotostock; © Nik Wheeler/Corbis; © Walter Bibikow/Age Fotostock

73 © Mark L Stephenson/Surf/Corbis

74 (middle) © John Coletti/JAI/Corbis; (bottom, clockwise from left) © Katja Kreder/Imagebroker/Alamy; © Joel Saget/AFP/Getty Images; © R Sigaev/Zoonar/Age Fotostock; © Supri/RTR/Newscom; © Florian Kopp/imagebroker/Age Fotostock; © Hermes Images/Tips Images RM/ Age Fotostock

75 © Frilet Patrick/Hemis/Alamy

76 (top) © EckPhoto/Alamy; (bottom) © Philippe Michel/Age Fotostock/

77 (top to bottom) © Timothy Allen/Axiom Photographic Agency/Getty Images; © Greg Johnston/Danita Delimont/Alamy; © Chris Caldicott/ Axiom Photographic Agency/Age Fotostock 80 © Brand X Pictures/Thinkstock

81 © Beauty Photo Studio/Age Fotostock

82 © Bill Ling/Digital Vision/Getty Images

83 (top, right) © Thornton Cohen/Alamy; (middle) © John Glover/Alamy 86 (top, left to right) © Esbin-Anderson/Age Fotostock; © Hamza Türkkol/ iStockphoto; © iStockphoto/Thinkstock; © Bronze Photography/Healthy Food Images/Age Fotostock; (middle, left to right) © Iryna Dobrovyns'ka/ iStockphoto; © iStockphoto/Thinkstock; © Dino Osmic/iStockphoto; C ALEAIMAGE/iStockphoto

87 (middle, clockwise from left) (healthy, delicious, rich) © iStockphoto/ Thinkstock; © Polka Dot/Thinkstock; © Vikif/iStockphoto; © Hemera/ Thinkstock; © Digital Vision/Thinkstock

89 © foodfolio/Alamy

90 © Jose Luis Pelaez, Inc./Corbis

94 (middle, left to right) © Shelly Perry/iStockphoto; © iStockphoto/ Thinkstock; © Photos.com/Thinkstock

95 © Robert Harding/Digital Vision/Getty Images

96 © TongRo Image Stock/Alamy 97 (top, left to right) © Comstock/Thinkstock; © Kim Karpeles/Alamy; © iStockphoto/Thinkstock; © Dian Lofton; (middle, left to right) © iStockphoto/Thinkstock; © Joy Brown/Shutterstock; © Andre Blais/

Shutterstock; @ Trista/Shutterstock

99 © Classic Vision/Age Fotostock 102 © Daniel Boczarski/Getty Images

109 (middle, top to bottom) © Image Source/Alamy; © Creatas/Thinkstock;

© Blend Images/Getty Images

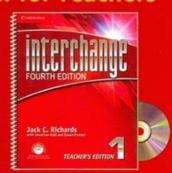
112 © Craig Ferguson/Alamy 118 (middle, clockwise from left) © David Lyons/Alamy; © Jeff Greenberg/ Age Fotostock; © Valerie Armstrong/Alamy; © Javier Pierini/Stone/Getty

119 (top, left to right) © DreamPictures/Blend Images; © Jack Hollingsworth/Digital Vision/Thinkstock; © Todd Warnock/Lifesize/ Thinkstock

130 (bottom, left to right) © David Leahy/Taxi/Getty Images; © Tokyo Feminine Styling/Getty Images; © Masterfile.



New for Teachers



Teacher's Edition

- New Assessment Audio CD/CD-ROM with PDF and customizable versions of tests and guizzes
- New Photocopiable and customizable classroom extras available online

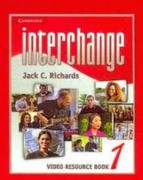
Tried and tested. Better than ever.

Millions of students around the world have learned English with *Interchange*, the world's most successful English series for adult and young adult learners.

Interchange Fourth Edition offers the same **trusted methodology** and **proven approach** as previous editions.

Fresh new look, revised content, and new digital components ensure that your students remain engaged, motivated, and successful in class and beyond.





Interchange Video Program

- New Class videos on DVD
- New Video Resource Book



Classroom Presentation Software

 New Presentation software with audio, video, and answers

New for Students



Student's Book

- New Grammar plus section with grammar tips and additional practice
- New Self-study DVD-ROM with video and skills practice

CEFR		
A1	Intro	
A2	Level 1	
TO SERVICE STATE OF THE PERSON NAMED IN COLUMN TWO IN COLUMN TO SERVICE STATE OF THE PERSON NAMED STATE OF THE PERSON NA	Level 2	
B1	Level 3	
B2	Passages 1	
C1	Passages 2	



Interchange Arcade

- New Free and fun online practice
- New Complete Class Audio downloadable as MP3



Online Workbook

- New Workbook in interactive format
- New Extra listening practice





www.cambridge.org/interchange More information | Additional Resources



